



**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT  
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised April 2019

Institution Name: | Riverside City College

Date: | 04/30/19

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, 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 2019. 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 and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

## **A new addition to the SOAA in 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. The SOAA was recently 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 initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email [guidedpathwaysinfo@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.edu).

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

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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”.</i></p>			
<p><b>Equity Considerations in Area 1:</b></p> <ul style="list-style-type: none"> <li>• Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>• 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.)?</li> <li>• 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?</li> </ul>			
<p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></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></p> <p>As of April 2019:</p> <ul style="list-style-type: none"> <li>• Programs have been organized into Instructional Pathways by divisions.</li> <li>• Instructional Pathways descriptions have been approved as of March 18<sup>th</sup> 2019 and will now be used to sort incoming freshmen for fall 2019.</li> <li>• Images for Instructional Pathways have been created and approved for distribution.</li> <li>• Documents can now be branded and marketed using imaging and descriptions for students.</li> <li>• Career focus refinement is an ongoing process per each instructional pathway – included on program maps</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Marketing of academic engagement centers will begin in April 2019.</li> <li>• Marketing of instructional pathways</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• 2019-2020 Marketing of instructional pathways and academic engagement centers to all first time freshmen and continuing students</li> </ul>

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		<p>Engagement Center Orientations will include a campus tour for our first year students that will highlight our Resource and Cultural Engagement Centers as well.</p> <p><b><u>LHSS – Dean Woods</u></b>  July 9<sup>th</sup>- 10 am – 12noon  July 17<sup>th</sup> - 12 noon – 2pm  July 25<sup>th</sup> - 3pm – 5pm</p> <p><b><u>STEM – Dean Blair</u></b>  July 16<sup>th</sup> – 10am-12noon  July 23<sup>rd</sup> – 12 noon -2pm  July 25<sup>th</sup> – 3pm-5pm</p> <p><b><u>CTE – Dean DiMemmo</u></b>  July 16<sup>th</sup> – 9am – 11am  July 24<sup>th</sup> – 4pm – 6pm  July 29<sup>th</sup> – 1pm – 3pm</p> <p><b>Note:</b> Fine and Performing Arts will occur the week of July 15<sup>th</sup> (Dates are still being finalized). Also, the Nursing Center is still pending.</p>	
<p>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.</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>As of April 2019:</p> <ul style="list-style-type: none"> <li>Partnerships and articulation agreements with 21 UC and 22 CSU systems are in place</li> <li>CTE programs have certificated and degree patterns with 2 year rotations</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Program map rollout aligned with EduNav electronic education planning/registration system rollout</li> <li>Why do students earn more credits than required for a degree? Taking electives which</li> </ul>

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		<ul style="list-style-type: none"> <li>• Integrated industry certifications included in some pathways</li> <li>• Business and Information Systems Technology have accelerated programs in place (2 years for ADT and 2 semesters for certificates)</li> <li>• 32 program maps developed – posted on website as fully completed</li> <li>• Program plans modified from semester based to term 1 (0-15), term 2 (16-30), term 3 (31-45), term 4 (45-60) to address part time students</li> <li>• Institutionalized First Five (weekly tips for first 5 minutes of class)</li> <li>• Improved completion of comp SEPs during first 15 unites</li> <li>• ADT requirements and CTE course rotation schedule in 19-20 college catalog</li> <li>• Revised onboarding to include career exploration, placement through self-reported high school performance, 1-semester ed plans/Trailheads, and introduction to Academic Engagement Centers</li> <li>• 18FAL - EduNav release 3 programs for winter/spring registration (1500 students)</li> </ul> <p><b><u>EQUITY CONSIDERATIONS:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Currently, there are no systemic practices or information readily available for prospective students to</b></li> </ul>	<p>may or may not transfer (depending on the UC) is part of the reason. Next steps include continued streamlining work with 4-year partners</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify accelerated models for all CTE Programs and pathways. Develop timeline and milestones for this work.</li> <li>• 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.</li> <li>• Need to incorporate pathway updates into program review and planning process.</li> <li>• Revise formatting and process for 1-semester ed plan</li> <li>• Initiative a discussion districtwide about the future of AOE's</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Spring 2019 – Finalizing program maps for distribution and posting</li> </ul>

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		<p>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.</p>	<ul style="list-style-type: none"> <li>• Spring 2019 – Implementing full use of program maps</li> <li>• Spring 2019 – EduNav release of additional programs for summer/fall registration (7500 students)</li> <li>• 2019-2020 – EduNav release for all students</li> <li>• Fall 2019 – Begin work with UCR to build pathway pipeline through EduNav</li> <li>• 2019-2020 Identify process for updating program maps within existing processes</li> <li>• 2018-2019 - Initiative a discussion districtwide about the future of AOE's</li> </ul> <p><b><u>EQUITY CONSIDERATIONS:</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>c. 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></p> <p>As of April 2019:</p> <ul style="list-style-type: none"> <li>• Website is very poor in how it communicates critical information to college constituencies, especially students.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Disciplines/departments/divisions will provide content and a web design consultant will implement.</li> </ul> <p><i>Timeline for implementing next steps:</i></p>

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		<ul style="list-style-type: none"> <li>• 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.</li> <li>• Student graduation surveys have identified this as a significant gap</li> <li>• At this point, the CTE has been gathering data on appropriate organizations to update the CTE Website.</li> <li>• Website consultant contract Board approved</li> <li>• Planning for website design in progress</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2019 – webpage design creation</li> <li>• Spring 2020 - New website launched</li> </ul> <p><b><u>EQUITY CONSIDERATIONS:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Redesign the college website by:</b> <ul style="list-style-type: none"> <li>○ <b>Conducting student focus groups/ equity groups to get a student perspective on layout and information provided.</b></li> <li>○ <b>Add pictures or clip art that reflects historically, underrepresented student populations.</b></li> <li>○ <b>Student populations should have easy access to links or group pages that they identify with.</b></li> <li>○ <b>Identify which resources should be available in print version and where to find the copies on campus.</b></li> <li>○ <b>Integrate a calendar of announcements and events that are known campus wide.</b></li> </ul> </li> </ul>
<p>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</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><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>As of April 2019:</p> <ul style="list-style-type: none"> <li>• Sequencing is uneven.</li> <li>• Different disciplines have different needs for sequencing competencies.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Continue to release program maps</li> <li>• Continue to develop accelerated models in all CTE programs, considering sequences in courses.</li> </ul>

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<p>this information is easily accessible on the college's website.</p>		<ul style="list-style-type: none"> <li>• CTE has a good plan and model in place including rotations.</li> <li>• Some LHSS programs have a course rotation, but these sequences are not necessarily linked to programs.</li> <li>• 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</li> <li>• For 32 Programs, 1st 15/2<sup>nd</sup> 15/ 3<sup>rd</sup> 15/Final 15+ identified.</li> <li>• Discipline faculty leads continue to work with counselors to identify pathways – and alternatives – to help students have options for courses depending on what is available, demand, etc.</li> <li>• 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</li> <li>• With AB705 implementation, no longer offering accelerated English. Co-requisite model implemented on small scale Fall 2018; increased offerings in Spring 2019</li> <li>• Agreed to multi-term registration districtwide beginning winter/spring 2019</li> </ul>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Spring 2019 – Complete all other program maps (ADT's) to include UC/CSU transfer information</li> <li>• 2019-2020 – Full release of program maps</li> <li>• 2019-2020 – Employ new process for program map updates (Program Review Committee discussion-Spring 2019)</li> <li>• 2019-2020 – All program maps that are approved will be posted on college website</li> <li>• 2018-2019 – English and math phased in approach to AB705</li> <li>• Fall 2019 – Full implementation of English and math for AB705</li> <li>• Fall 2020 – Full implementation of ESL for AB705</li> </ul>



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		<ul style="list-style-type: none"> <li>• Fall 2018 – Finalize 3 program maps and release for distribution and use in EDUNAV</li> <li>• Refine and release program maps</li> <li>• Finalize milestones on each program map</li> <li>• Standardize labor market information on all program maps (e.g. identify common sources such as BLS and Center of Excellence)</li> </ul>	
<p>e. Required math courses are appropriately aligned with the student’s field of study (<i>Note: This essential practice was moved from Area 2</i>)</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></p> <p>As of April 2019:</p> <ul style="list-style-type: none"> <li>• Exists, but in a very traditional sense</li> <li>• Establishment of right math within program maps</li> <li>• New curriculum launched and new math matrices and courses presented in various participatory governance venues during fall 2018</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Final curriculum approval</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Fall 2019 - Launch of new curriculum and co-requisite supports</li> </ul>
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<p><b>Equity Considerations in Area 2:</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• 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?</li> </ul>			

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<ul style="list-style-type: none"> <li>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?</li> </ul>			
<p><b>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b></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>	<div style="border: 1px solid black; padding: 5px;"> <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         </div>	<p><i>Progress to date:</i></p> <p>As of April 2019:</p> <ul style="list-style-type: none"> <li>SEP numbers have been increased significantly and the college is making significant progress to develop curriculum plans.</li> <li>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.</li> <li>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.</li> <li>Students in special programs get this support as well as CTE students.</li> <li>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.</li> <li>Employment Placement Coordinator provides potential employment information to students who have selected areas of study and interest.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Fully employ DQP – Degree Qualifications Profile – on program maps (pull from consistent source – BLS &amp; Center of Excellence)</li> <li>Program maps do not clearly articulate skills sets. Incorporate the mapping of GE with learning outcomes</li> <li>Defining transfer pathways for CTE</li> <li>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.</li> <li>Help students “narrow” their preferences based on Instructional Pathway (meta-majors)</li> <li>The Guided Pathways Team will need to continue to revisit and clarify timeline and responsible parties for these activities.</li> <li>Further clarify the roles and functions of the integrated academic support team (build on the Counseling Curriculum developed for 2018-2019)</li> </ul>

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		<ul style="list-style-type: none"> <li>• Annual events have been offered for junior and senior high school students to become more aware of the programs that RCC offers.</li> <li>• 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</li> <li>• Spring 2018 – Counseling Curriculum developed to define milestones and responsibilities of success team members (counselors, educational advisors, peer mentors, and all counseling frontline staff)</li> <li>• Creation of trailheads for students to explore within instructional pathways</li> <li>• Disciplines/Departments refined program maps and articulated the skill sets and careers in a Degree Qualifications Profile.</li> </ul> <p><b><u>EQUITY CONSIDERATIONS:</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Refine tools academic support teams use to help students to make better career choices</li> <li>• Plan individual mini orientations for each Instructional Pathway</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Spring 2019 – Guided Pathways core group will revisit and refine action plan for first institute</li> <li>• Spring 2019 – Refine academic support team tools</li> <li>• Spring 2019 – trailhead development in collaboration with instructional faculty and counseling</li> <li>• January 2019 Retreat – Revisit and refine action plans</li> <li>• Summer 2019 – Mini Orientations by Instructional Pathway planned by faculty liaisons</li> </ul> <p><b><u>EQUITY CONSIDERATIONS:</u></b></p> <ul style="list-style-type: none"> <li>• Explore ways to assess and collect data surrounding underrepresented students and the disproportionate enrollment in programs that lead to lower salaried careers.</li> </ul>

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		<p><b>enrolled in programs that lead to lower salaried careers.</b></p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019- Scaling in progress</p>	
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</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></p> <p>As of April 2019:</p> <ul style="list-style-type: none"> <li>• Math and English have pilots.</li> <li>• Strong Workforce is developing student success liaisons</li> <li>• 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</li> <li>• 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.</li> <li>• Establishment of right math</li> <li>• Co-requisite model for English approved and offered</li> <li>• Huge strides made in math and English but much more work is required outside of these two disciplines to identify gateway courses</li> </ul> <p><b><u>EQUITY CONSIDERATIONS:</u></b></p>	<p><i>Next steps:</i></p> <p>Most divisions still need to identify gateway courses outside of math and English (e.g. AP class identified to get into Nursing program)</p> <ul style="list-style-type: none"> <li>• Re-working current SI program and embedded tutoring to more closely align with the needs of all programs.</li> <li>• Further develop - Student Success Liaison proposal within CTE to support students, not only in the classroom, but outside as well.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• 2018-2019 – identify the gateway courses.</li> <li>• Spring 2019 implement CTE action plans</li> <li>• Continue the work with Academic Support to identify a plan for supporting students in gateway classes (SI, embedded tutoring, etc.)</li> </ul> <p>Finalization of student success teams/ roles/ responsibilities (Spring 2019)</p>

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		<ul style="list-style-type: none"> <li>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"> <li>New Science of Learning Curriculum</li> <li>Study Group Leaders for Biology and Math</li> <li>SI: Embedded Tutoring</li> <li>Writing center/ STEM center/ Math Learning Center</li> </ul> </li> </ul>	<p><b><u>EQUITY CONSIDERATIONS:</u></b></p> <ul style="list-style-type: none"> <li>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). We need to include training of mentors, tutors and SI’s.</li> </ul>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></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></p> <p><i>Spring 2019:</i></p> <p>Students will be placed into the appropriate college level math course directly or with support based upon their high school GPA, the highest level math course attempted and highest level math course completed successfully (earning a C or better).</p> <p>The placement matrix that has been adopted by all three colleges was created using the RP Group and state data for success in the particular courses.</p> <p>For students that were determined not quite ready for the college level course</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Monitor, evaluate, assess a number of different metrics to track how well that support is working, what additional supports might be needed for students</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>The time line 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.</li> </ul>

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		<p>directly, they will be required to take a concurrent support course along with the transfer level class. The support course is taught by the same math faculty to provide students more time to get comfortable with the information.</p> <p>The math discipline created 4 support courses for Statistics (MAT112), Trigonometry (MAT136), Mathematics of Liberal Arts Students (MAT 125), and Calculus for Business and Life Science (MAT105).</p> <ul style="list-style-type: none"> <li>Support courses are 2-unit courses which consist of prerequisite content and affective domain. The affective domain is the unique component which consist of growth mindset, grit, motivation, inspiration, confidence, productive struggle and responsibility. In these support courses, the students will get the tools, skills and material necessary to help them to be successful in the parent college level course.</li> </ul>	
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></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><i>Progress to date:</i></p> <p>Spring 2019:</p> <ul style="list-style-type: none"> <li>fully implemented the proportion of co-requisite model English 1A-91s this spring semester in advance of Fall</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Monitor, evaluate, assess a number of different metrics to track how well that support is working, what additional supports</li> </ul>

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		<p>(implementation in spring to fix bugs for fall)</p> <ul style="list-style-type: none"> <li>Developed and implemented to the 2 unit co-requisite support course that embeds affective domain instruction as well as providing additional time for students to work through the course material for 1A and develop their skills.</li> <li>Extensive professional development on affective domain and on the 91 support course specifically in Fall 2018 and January 2019.</li> <li>This spring, the focus of professional development is re-thinking the stand alone 1A course—from course design on (the COR remains exactly the same, but how we get there might be designed differently) to help support the many more students who are placing directly into 1A.</li> <li>The English discipline has had a required Writing and Reading Center component to its composition courses for many years now and this will also be an invaluable support.</li> </ul> <p><i>Term, if at scale or scaling. Spring 2019</i></p>	<p>might be needed for students, especially those who place directly into English 1A with no requirement or recommendation to take the support course.</p> <ul style="list-style-type: none"> <li>The department continues to work to enhance the services in the Writing and Reading Center to support student’s success in English 1A.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>The time line 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.</li> </ul>
<p>e. 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</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><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>Spring 2019:</p> <ul style="list-style-type: none"> <li>Pilots for acceleration exist and data are being collected on their success</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Re-work current SI program to more closely align with student needs.</li> <li>Assess Student Success Liaison proposal within CTE to support</li> </ul>

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		<ul style="list-style-type: none"> <li>• Curriculum re-design in English, math, reading, ESL</li> <li>• Co-curricular support through categorical funding (peer mentors, SI, engagement centers)</li> <li>• 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.</li> <li>• Leveraged lessons learned from pilots and are scaling up</li> <li>• Awarded 3-year NSF grant – STEM en familia – example of providing intensive support and developing an evidence-based model of support</li> <li>• Fall 2018 – AB705 Professional development focused on redesign</li> <li>• Fall 2019 – AB705 Professional development shift to affective domain support for all faculty</li> <li>• Fall 2018 – STEM en familia grant launched</li> </ul>	<p>students to evaluate the effectiveness and ability to scale.</p> <ul style="list-style-type: none"> <li>• Further develop the academic resources available in the Engagement Centers</li> <li>• Intensive professional development for all faculty</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Spring 2019 - 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.)</li> </ul>
<p>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.</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></p> <p>Spring 2019:</p> <ul style="list-style-type: none"> <li>• College Promise – including 700 first-time students who are college level and enrolled full-time</li> <li>• CTE has established relationships with local High Schools to provide</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Strengthen the college infrastructure to support growing concurrent and dual enrollment programs.</li> <li>• Increased guidance support courses for dual enrollment</li> </ul>



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		<p>opportunities for students to enter CTE programs based on interests.</p> <ul style="list-style-type: none"> <li>• Additional discussions have occurred with Articulation between HS and RCC.</li> <li>• Concurrent and Dual Enrollment discussions have been fruitful and beneficial for students</li> <li>• Multiple events have been offered within CTE to draw attention to programs for High school junior females and High school senior students.</li> <li>• Strong CCAP agreements with 3 districts</li> <li>• Build on concurrent and dual enrollment to help students to begin programs of study while still in high school.</li> <li>• Robust high school faculty-to-college faculty conversations.</li> <li>• Strong collaboration with Gateway College.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• 2018-2019 Strengthen CCAP agreements</li> <li>• Advocate for direct administrative oversight (director) for concurrent and dual enrollment programs</li> </ul> <p><b><u>EQUITY CONSIDERATIONS:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ujima program will make concerted efforts to recruit from the high schools and build bridges into the college.</b></li> <li>• <b>Increased Ujima Counseling</b></li> <li>• <b>Adult Education increased participation from the community. Information about the Adult Education program disseminated college wide.</b></li> </ul>
<p><b>Equity Considerations in Area 3:</b></p> <ul style="list-style-type: none"> <li>• How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</li> <li>• How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> <li>• How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <li>• 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?</li> </ul>			
<p><b>3. KEEPING STUDENTS ON PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the</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><i>Progress to date:</i></p> <p>Spring 2019:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• 2 Additional educational advisors requested in program review to</li> </ul>

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<p>student is toward completing the program requirements.</p>	<p>Scaling in progress At scale</p>	<ul style="list-style-type: none"> <li>The only students who receive this support are those who sign a contract or are involved in categorical programs</li> <li>The ability to monitor is a significant gap</li> <li>Educational Advisors provide support to students from the initial contact through program completion.</li> <li>Increased availability of educational advisors to support broad pathways (CTE, LHSS, STEM, FPA, Nursing)</li> <li>Implementation of EduNav in fall 2018 with 3 pathways with a plan to scale up to all by 2019-2020</li> <li>Developed three phased approach for integrating EduNav with Guided Pathways which will facilitate the ability of counselors and advisors to monitor progress</li> <li>Staged rollout of EduNav along with program maps</li> </ul> <p><b><u>EQUITY CONSIDERATIONS:</u></b></p> <ul style="list-style-type: none"> <li>Very few trainings that address specifically culturally relevant advising practices for all types of advisors.</li> </ul>	<p>support LHSS and STEM (the two largest of the broad pathways)</p> <ul style="list-style-type: none"> <li>Every student in the Guided Pathways program needs to be tracked and monitored (Academic Support Team, EduNav)</li> <li>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)</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>2018-2019 – Explore additional functionality with existing Early Alert system or a new system</li> <li>2019-2020 Full rollout of EduNav along with program maps</li> </ul> <p><b><u>EQUITY CONSIDERATIONS:</u></b></p> <ul style="list-style-type: none"> <li>There is a need to clarify what types of advisors there are. Based on the type of advisor there needs to be culturally relevant advisor trainings developed.</li> <li>We need to evaluate hours of operation, course offerings and other academic supports because of the</li> </ul>

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			lack of service and availability for part time, evening, and weekend students.
b. Students can easily see how far they have come and what they need to do to complete their program.	<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	<i>Progress to date:</i> Spring 2019: <ul style="list-style-type: none"> <li>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</li> <li>Any student with a comprehensive Educational Plan, will know how far they have come and what they need to do to complete.</li> <li>Students continue to have access to degree audit along with a staged rollout of program plans through EduNav (only 3 to launch in fall)</li> <li>Launch EduNav</li> <li>Fall 2018 – Finalized first 3 program maps</li> </ul>	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Continuous cycle of finalizing and releasing program maps for student use</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Spring 2019 – Finalize all other program maps that are ADT programs of study</li> <li>2018-2019 – EduNav launch to students in selected programs</li> <li>2019-2020 – Full EduNav launch</li> </ul>
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.	<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	<i>Progress to date:</i> Spring 2019: <ul style="list-style-type: none"> <li>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</li> </ul>	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Explore functionality in existing Early Alert system</li> <li>Exploring advanced technology/early assessments to support both case management advising and early alert</li> </ul>

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		<p>they automatically assume the worst, and drop the course.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Only in special programs including promise students does this exist</li> <li>• 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.</li> </ul> <p><b><u>EQUITY CONSIDERATIONS:</u></b></p> <ul style="list-style-type: none"> <li>• <b>The college integrates academic and student support services into pathways so that the support is unavoidable. The following are examples of embedded support:</b> <ul style="list-style-type: none"> <li>○ <b>Faculty coordinates classroom presentations about services and office hours in the engagement center</b></li> <li>○ <b>Supplemental Instruction in the classroom</b></li> <li>○ <b>Lab hours for English</b></li> </ul> </li> </ul>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• 2018-2019 Planning</li> <li>• 2019-2020 Implementation</li> </ul>

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		<ul style="list-style-type: none"> <li>○ 'First Five' conversations in the classroom. The conversations can include any upcoming events, dates/ deadlines for transfer/graduation/scholarships/program involvement. The conversations can include success strategies and checking in with student health.</li> <li>● 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"> <li>○ Promise Program</li> <li>○ Bus passes</li> <li>○ EOPS</li> <li>○ ASRCC (resource center)</li> <li>○ Nursing (food/ snacks)</li> <li>○ Hunger grant</li> <li>○ Supplies</li> <li>○ Guardian scholars</li> <li>○ Childcare (grant funds)</li> <li>○ FAFSA workshops/ cash for college H.S.</li> <li>○ Dream Act</li> <li>○ Health Service (mental health) (This was added to the list of stability needs by the faculty)</li> <li>○ Showers and Laundry Service in the Athletics Dept.</li> </ul> </li> </ul>	

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<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></p> <p>Spring 2019:</p> <ul style="list-style-type: none"> <li>• Educational advisors help students identify alternative programs</li> <li>• Counselors work with students to refine career and educational goals</li> <li>• 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.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Continue to provide students the advising support they need to enter limited access programs.</li> <li>• Through Career/Transfer Center and Engagement centers we need to broaden conversation so students are aware of transfer institution requirements and career options</li> <li>• Based upon where students are within milestones, assist students in understanding available options</li> <li>• Increasing marketing efforts and branding to inform others of Career/Transfer Center. New location and times of services</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• 2018-2019 Broaden implementation of pathways-based academic advising teams</li> </ul>
<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</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</p>	<p><i>Progress to date:</i></p> <p>Spring 2019:</p> <ul style="list-style-type: none"> <li>• Uneven – have made progress with putting courses on a rotation</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Year around scheduling</li> <li>• Strategic enrollment management plan assessment and refresh</li> </ul>

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<p>their programs in as short a time as possible.</p>	<input type="checkbox"/> At scale	<ul style="list-style-type: none"> <li>• Currently, many CTE programs have certificate and degree patterns with 2 year rotations allowing students to progress through programs based on both day and evening offerings.</li> <li>• 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.</li> <li>• Multi-term registration</li> <li>• Majority of all programs have clear course rotations as part of the program mapping. Program maps are designed for both full time and part time students. Part time students are noted to meet with a counselor for term by term course taking.</li> <li>• Win/Spr 2019 – Multi-term registration – students able to register while still enrolled in fall 2018 reports from EduNav to support schedule needs</li> </ul>	<ul style="list-style-type: none"> <li>• Increase and Identify accelerated models for additional Programs and pathways.</li> </ul> <p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> <li>• Spring 2019 – Approval and implementation of strategic enrollment management plan</li> </ul>

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<p><b>Equity Considerations in Area 4:</b></p> <ul style="list-style-type: none"> <li>• How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>• 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)?</li> <li>• 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)?</li> <li>• 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?</li> </ul>			
<p><b>4. ENSURING THAT STUDENTS ARE LEARNING</b></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>	<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></p> <p>Spring 2019:</p> <ul style="list-style-type: none"> <li>• Occurring in CTE (SLOs PLOs)</li> <li>• In General Education, alignment of PLOs with further education and/or employment is occurring</li> <li>• 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.</li> <li>• PLO assessment workshop offered in spring 2018</li> <li>• PLO assessment continues to expand particularly those with ADTs</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Continue to implementation of PLO assessment for all programs</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• College has an ongoing schedule for PLO assessment.</li> </ul>
<p>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. <i>(Note: This</i></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>Spring 2019:</p> <ul style="list-style-type: none"> <li>• Professional Development efforts to enhance classroom instruction. Focus on teaching and learning.</li> <li>• Equity Summit on March 15<sup>th</sup></li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Continue conversations about culturally responsive teaching and equity minded instruction (to meet the needs of all students and analyze</li> </ul>



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<i>practice was added to the SOAA in February 2019)</i>		<ul style="list-style-type: none"> <li>AVID Flex days and presentations that are aligned best practices in the classroom that embeds equity for faculty development.</li> </ul>	<p>best practices that yield successful outcomes per subject matter).</p> <ul style="list-style-type: none"> <li>Development of teaching and learning principles</li> <li>Collection of best practices amongst instructional faculty</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 19-20 College-wide focus</li> </ul>
<p>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.</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></p> <p>Spring 2019:</p> <ul style="list-style-type: none"> <li>Varies widely – some limited examples, but not available to all programs equally</li> <li>Limited internships are available</li> <li>Study abroad exists</li> <li>Currently, an Apprenticeship program has been developed within Culinary to provide students the additional opportunities to expand knowledge, skills and abilities.</li> <li>Limited internships are available within other CTE Programs.</li> <li>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.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Create an inventory of and understanding of where these opportunities exist</li> <li>Identify needs and where these opportunities could link robustly with curriculum</li> <li>Non-Credit CDCP Success Seminar modules currently being developed and taken through existing Curriculum protocols.</li> <li>Consider sending a team to LFM to make progress in this area</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>2019-2020 – Inventory efforts and identify areas for expansion</li> <li>2019-2020 – Continue to explore non-credit options</li> </ul>

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<p>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.</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><i>Progress to date:</i></p> <p>Spring 2019:</p> <ul style="list-style-type: none"> <li>• PLO assessment pilots are in place and need to be better implemented. Templates, strategies, and resources exist and are posted.</li> <li>• PLO assessments are scheduled and tracked</li> <li>• At scale as it is part of our structure and processes.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:      Fall 2018</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Continue to assess SLOs and complete PLO assessment.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Ongoing college implementation schedule</li> </ul>
<p>e. 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><i>Progress to date:</i></p> <p>Spring 2019:</p> <ul style="list-style-type: none"> <li>• SLO's are assessed on an ongoing basis and adjustments to instruction are made, when needed, based upon findings.</li> <li>• Program Review is used to propose and assess new initiatives that align with results of learning outcome assessments, industry recommendations and state wide goals.</li> <li>• At scale but need to address quality and pedagogical adjustments suggested</li> <li>• Individual faculty have access to equity data that drive conversations about appropriate course content and teaching strategies</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Continue to assess SLO's to improve teaching and learning with a particular focus on equity.</li> <li>• Achieve ongoing assessment at PLO level.</li> <li>• Beginning the conversations around pedagogical and curricular changes.</li> <li>• Professional development is needed to train adjunct faculty in the areas of SLO and PLO assessment to help close the loop.</li> <li>• Creating opportunities to rethink how we teach to infuse active/experiential learning in courses and programs</li> <li>• Make sure all faculty are equip to address affective domain issues</li> </ul>

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		<p><b><u>EQUITY CONSIDERATIONS:</u></b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ 105 clubs (L.G.B.T.Q.)</li> <li>○ Puente/ Ujima Learning Communities</li> <li>○ Avid faculty development</li> <li>○ Cultural competency: the Cohort needs to change</li> <li>○ HBCU trip</li> <li>○ Invited speakers</li> </ul> </li> </ul> <p>Term, if at scale or scaling: Fall 2018</p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> <p><b><u>EQUITY CONSIDERATIONS:</u></b></p> <ul style="list-style-type: none"> <li>• 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 way. Training/ Professional development needs to include faculty and staff.</li> </ul>
<p>f. 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></p> <p>Spring 2019:</p> <ul style="list-style-type: none"> <li>• Uneven across programs</li> <li>• 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</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Inventory and assess what is going on at the campus to determine the effectiveness of scaling</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• 2019-2020 Examine use of portfolios</li> </ul>

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		<p>have met the qualifications associated with the program of study or field proficiency.</p> <ul style="list-style-type: none"> <li>Adopted Portfolium for a 2-year pilot but did not retain the contract</li> </ul>	
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</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>Spring 2019:</p> <ul style="list-style-type: none"> <li>Regularly use CCSSE and student feedback</li> <li>Faculty advising program was implemented in part based on feedback from CCSSE</li> <li>Faculty liaisons have been established (fall 2017) for LHSS/FPA, STEM, CTE/Nursing</li> <li>SENSE surveys done in fall 2018</li> <li>Spring 2019 began discussion of SENSE survey results</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Drafts completed of professional development plans for faculty, staff, and management</li> <li>Linking PD plans to strategic planning process and college initiatives</li> <li>Look at SENSE data and determine next steps</li> <li>Reorient flex activities more directly around college initiatives</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>2019-2020 - for all the above</li> </ul>