**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT**

**CALIFORNIA COMMUNITY COLLEGES’ ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019, November 2019

**Institution Name: RIVERSIDE CITY COLLEGE Date: 11/20/2019**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor’s Office NOVA system by your project leads.***

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

**Equity Considerations**

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email [guidedpathwaysinfo@cccco.edu](mailto:guidedpathwaysinfo@cccco.edu).

For assistance in obtaining access to the NOVA system, please email [nova-support@productops.com](mailto:nova-support@productops.com).

| **Guided Pathways Essential Practices** | **Scale of Adoption  at Our College** | **Progress to Date Implementing Practice**  *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** |
| --- | --- | --- | --- |
| *We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.*  **Equity Considerations in Area 1:**   * Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? * How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? * How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? | | | |
| 1. MAPPING Pathways to student end goals 2. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. *(Note: This practice was added to the SOAA in February 2019)* | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 character)*  As of Fall 2019:   * Programs have been organized into Instructional Pathways by divisions. * Instructional Pathways descriptions have been approved as of March 18th 2019 and will now be used to sort incoming freshmen for fall 2019. * Images for Instructional Pathways have been created and approved for distribution. * Documents can now be branded and marketed using imaging and descriptions for students. * Career focus refinement is an ongoing process per each instructional pathway – included on program maps   Engagement Center Orientations will include a campus tour for our first year students that will highlight our Resource and Cultural Engagement Centers as well.  **LHSS – Dean Woods**  July 9th- 10 am – 12noon  July 17th - 12 noon – 2pm  July 25th - 3pm – 5pm  **STEM – Dean Blair**  July 16th – 10am-12noon  July 23rd – 12 noon -2pm  July 25th – 3pm-5pm  **CTE – Dean DiMemmo**  July 16th – 9am – 11am  July 24th – 4pm – 6pm  July 29th – 1pm – 3pm  **Note:** Fine and Performing Arts occurred the week of July 15th along with Nursing.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*   * Marketing of academic engagement centers began in April 2019. * Marketing of instructional pathways through emails, website, campus maps and open houses * Update Website to include clear communication of instructional pathways * Need to collect data from summer engagement sessions by pathways and discuss annual participation.   *Timeline for implementing next steps:*   * 2019-2020 Marketing of instructional pathways and academic engagement centers to all first time freshmen and continuing students * Spring 2020, website update which include an internal mapping of program of study to instructional pathway. This will help everyone advise students on the right path. * Spring 2020, develop or identify persons in charge of summer engagement sessions and determine the yearly continuity. |
| **1. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  **X** Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)*  One of the Challenges with implementing Instructional Pathways was the organization of teams and meeting times to plan for events and coordinate the efforts within the engagement centers. During Summer 2019, Center Coordinators were hired to coordinate the efforts across teams. Also, with no marketing team communication challenges exist with providing information about Guided Pathways to community, | *Support Needed – Detail: (1,000 character)*  Technology for management of students and resources within a student success team.  Constant communication to ensure that everyone knows where to find information and resources for students.  Marketing efforts for consistent communication of redesign efforts. Also needed for consistent branding of instructional pathways. |
| 1. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area. | *Place an X next to one:*  Not occurring  Not systematic  **X**  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  As of Fall 2019:   * Partnerships and articulation agreements with 9 UC and 23 CSU systems are in place * CTE programs have certificated and degree patterns with 2 year rotations that are published in the catalog. * Integrated industry certifications included in some pathways * Business and Information Systems Technology have accelerated programs in place (2 years for ADT and 2 semesters for most CTE Certificates. * CTE and ADT program maps have been developed and linked to instructional pathways website, however some people still do not know how and when to access them. * 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 * Institutionalized First Five (weekly tips for first 5 minutes of class) * Improved completion of comp SEPs during first 15 units. * ADT requirements and CTE course rotation schedule in 19-20 college catalog. The Course rotation for CTE is on an annual review through Program Review and will be integrated in the new 5 year discipline plans. * Revised onboarding to include career exploration, placement through self-reported high school performance, 1-semester ed plans/Trailheads, and introduction to Academic Engagement Centers * Spring 2019 – Finalized Phase 1 program maps for distribution and posting * Spring 2019 – Implemented use of program maps in the Welcome Center, Counseling, Engagement Centers and Outreach * Spring 2019 – EduNav released additional programs for summer/fall registration (7500 students) * 18FAL - EduNav release 3 programs for winter/spring registration (1500 students)   **EQUITY CONSIDERATIONS:**  **Currently, there are no systemic practices or information readily available for prospective students to learn about potential earnings and the difference in earnings between certificates, associate’s degrees or bachelor’s degrees. Financial costs, potential debt and economic benefits of program completion may occur in pockets of departments like Counseling, Financial Services or Career and Technical Education, but not campus wide.**  Term, if *at scale* or *scaling:* | *Next steps:*   * Program map rollout aligned with EduNav electronic education planning/registration system rollout * Why do students earn more credits than required for a degree? Taking electives which may or may not transfer (depending on the UC) is part of the reason. Next steps include continued streamlining work with 4-year partners * CTE is continuing work on sequencing courses better. All academic areas need to address the sequencing and regularity of course offerings to align with program maps. CTE is consistently working on those programs that have courses that must be taken in a sequence. Many programs have adjusted their offerings (including curriculum changes) so that students can take multiple classes in a program simultaneously, which allows for streamlined completion. * Although CTE has identified accelerated models, each program continues to identify the best approaches to get students through programs and into the workforce (or to transfer). In CTE, Timelines and milestone work is still in progress. * We need a regular process by which the pathways are reviewed and updated as well as individuals who are responsible for each of these program pathway assessments. * Need to incorporate pathway updates into program review and planning process. * Revise formatting and process for 1-semester ed plan * Initiate a discussion districtwide about the future of AOEs and offerings across the district.   *Timeline for implementing next steps:*   * 2019-2020 – EduNav release for all students * Fall 2019 – Begin work with UCR to build pathway pipeline through EduNav (Online Meeting took place) * 2019-2020 Identify process for updating program maps within existing processes * Fall 2020- All new approved program maps will be developed and posted. * Spring 2021- Course rotations for all programs are updated and placed in catalog * Spring 2020 - Initiated a discussion districtwide about the future of AOEs, conversation has been noted and will be readdressed   **EQUITY CONSIDERATIONS:**  **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. Currently this information is happening and was enrolled into the Equity Plan as of Spring 2019.** |
| **1. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance X Connections with other GP teams  Regional training X On campus /individual training  X Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)*  One of the challenges is embedding career opportunities/knowledge and hands on practical work place skills into the classroom aside from the CTE fields that will prepare students for potential careers. | *Support Needed – Detail: (1,000 character)*  Advanced technology to support the online ed planning system to include labor market data, and potential stackable degrees and certificates that lead to increased living wages. |
| 1. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program. | *Place an X next to one:*  Not occurring  Not systematic  **X** Planning to scale  Scaling in progress  At scale | *Progress to date:*  As of Fall 2019:   * Website is very poor in how it communicates critical information to college constituencies, especially students. * Consultant was hired to assist in website planning, development and implementation * In CTE, each program developed a new brochure for each pathway and all have been posted online through the Instructional Pathways page, and also on each CTE program page. The review of these brochures (with employment data) will be part of the annual Program Review process. * Student graduation surveys have identified this as a significant gap * Website consultant contract Board approved * Planning for website design in progress | *Next steps:*   * Disciplines/departments/divisions will provide content and a web design consultant will implement.   *Timeline for implementing next steps:*   * Spring 2019 – webpage design creation * Summer 2020 - New website will be launched which will include salary information and course sequences for each program of study at RCC.   **EQUITY CONSIDERATIONS:**   * **Redesign the college website by:**    + **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.**   + **Integrate a calendar of announcements and events that are known campus wide.** |
| **1. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance  **X** Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)*  Maintaining program maps with curriculum changes on an annual review process will be implemented. Program maps will not be updated mid year and will only be published on the same time cycle as the catalog. | *Support Needed – Detail: (1,000 character)*  Consistent Program mapping details across disciplines is necessary. Career and Labor market data that is reflective of actual programs of study offered at RCC and accessible local careers should be represented. Currently looking at ways to present program mapping information to students and where to house that information on the new website. |
| 1. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website. | *Place an X next to one:*  Not occurring  Not systematic  **X** Planning to scale  Scaling in progress  At scale | *Progress to date:*  As of Fall 2019:   * 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 students 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 * 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 help students have options for courses depending on what is available, demand, etc. * 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 and fully implemented Fall 2019 * 2018-2019 – English and math phased in approach to AB705 * Agreed to multi-term registration districtwide beginning winter/spring 2019 * Fall 2018 – Finalize 3 program maps and release for distribution and use in EDUNAV * Refine and release program maps * Finalized 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) | *Next steps:*   * Continue to release program maps * Continue to develop accelerated models in all CTE programs, considering sequences in courses. * Strategize new ways to get students to complete student education plans. Currently looking at group, night, weekend SEP completion.   *Timeline for implementing next steps:*   * Fall 2019 – Identify and Complete all other program maps (ADT’s) to include UC/CSU transfer information * 2019-2020 – Employ new process for program map updates (Based on Program Review Committee discussion in Spring 2019, Questions will be added to program review cycle and disciplines must include and communicate changes to their map for publishing) * 2019-2020 – All program maps that are approved will be posted on college website * Fall 2020 – Full implementation of ESL for AB705 * Fall 2020– Full release of program maps which includes new programs that were approved through curriculum * Spring 2020- Address students who are still entering in wrong English and math courses for their program of study. |
| **1. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training X On campus /individual training  X Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)*  *New website has been in progress for the past year, so there has not been any movement in updating information one existing website. Still working on the new website layout to determine where will program map information exist. How do we clearly articulate milestone progression to students? Which milestones are most important (course completion, outside of the classroom support, workshops, counseling appointments, etc.)* | *Support Needed – Detail: (1,000 character)*  Embedding Program maps and course sequencing information along with updated course rotation schedules by discipline for students to view on the website. |
| 1. Required math courses are appropriately aligned with the student’s field of study (*Note: This essential practice was moved from Area 2*) | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 character)*  As of Fall 2019:   * Exists, but in a very traditional sense * 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   Term, if *at scale* or *scaling:* **Spring 2020** | *Next steps: (1,000 character)*   * Final curriculum approval   *Timeline for implementing next steps:*   * Fall 2019 - Launch of new curriculum and co-requisite supports |
| **1. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)* | *Support Needed – Detail: (1,000 character)* |

| **Guided Pathways Essential Practices** | **Scale of Adoption  at Our College** | **Progress to Date Implementing Practice**  *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** |
| --- | --- | --- | --- |
| **Equity Considerations in Area 2:**   * Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? * For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? * Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? | | | |
| 1. HELPING STUDENTS Choose and ENTER A program PATHWAY 2. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date:*  As of Fall 2019:   * 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, may students are not necessarily taking advantage of these resources. * Engagement Centers are focusing more on career exploration activities and helping students identify their correct path through faculty advising, counseling and career assessments * 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 information to students who have selected areas of study and interest. * Annual events have been offered for junior and senior high school students to become more aware of the programs that RCC offers. Both N.E.W. event and Senior Day events are planned annually. Additional events are also being planned to reach additional K-12 students. * Spring 2019 – Guided Pathways core group revisited and refined action plan for first institute * Spring 2019 – trailhead development in collaboration with instructional faculty and counseling * January 2019 Retreat – Revisited and refined action plans * Summer 2019 – Mini Orientations by Instructional Pathway planned by faculty liaisons * 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) * Creation of trailheads for students to explore within instructional pathways * Disciplines/Departments began refining program maps and articulated the skill sets and careers in a Degree Qualifications Profile, but continual revision and assessment needs to happen annually.   **EQUITY CONSIDERATIONS:**   * 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 enrolled in programs that lead to lower salaried careers. * Collaborate with cultural engagement centers in the workshop efforts in the other academic engagement centers.   Term, if *at scale* or *scaling*: **Fall 2020** | *Next steps:*   * Fully employ DQP – Degree Qualifications Profile – on program maps (pull from consistent source – BLS & Center of Excellence) * Program maps do not clearly articulate skills sets. Incorporate the mapping of GE with learning outcomes * Help students “narrow” their preferences based on Instructional Pathway (meta-majors) * The Student Success Teams will need to continue to revisit and clarify timeline and responsible parties for these activities. * Further clarify the roles and functions of the integrated academic support team (build on the Counseling Curriculum developed for 2018-2019) * Refine tools academic support teams use to help students to make better career choices * Plan individual mini orientations for each Instructional Pathway   *Timeline for implementing next steps:*   * Fall 2019/ Spring 2020- Career Exploration task force convened to identify the career development process for all students and are currently collecting research and developing strategies to implement for Fall 2020. The taskforce consists of career development expertise counseling faculty in collaboration with the career center.   **EQUITY CONSIDERATIONS:**  **Explore ways to assess and collect data surrounding underrepresented students and the disproportionate enrollment in programs that lead to lower salaried careers.** |
| **2. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training X On campus /individual training  X Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  Currently developing a systematic process for career development to help students make informed decisions on their program of study leading to a career of interest. | *Challenge or barrier: (1,000 character)*  Hard to capture students who are truly undecided at the point of entry. CCCApply is not very accommodating when helping students choose a program of study (most students choose an inaccurate program of study). |
| 1. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s **major program areas**. | *Place an X next to one:*  Not occurring  **X** Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:*  As of Fall 2019:   * 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. * Establishment of the correct math course for each program of study * 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   **EQUITY CONSIDERATIONS:**   * **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:**   + **New Science of Learning Curriculum**   + **Study Group Leaders for Biology and Math**   + **SI: Embedded Tutoring**   + **Writing center/ STEM center/ Math Learning Center** | *Next steps:*  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.   *Timeline for implementing next steps:*   * 2019-2020 – identify the gateway courses. * Continue the work with Academic Support to identify a plan for supporting students in gateway classes (SI, embedded tutoring, etc.) * Finalization of student success teams/ roles/ responsibilities (Fall 2019)   **EQUITY CONSIDERATIONS:**   * **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.** |
| **2. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  Institutional Practices with AB 705 canhelp with assisting students to complete English and math courses within in the first year as well as embedding one major specific course within their first or second term. | *Challenge or barrier: (1,000 character)*  Ensuring that students take the appropriate gateway courses in a timely manner, specifically STEM students so that they can get through the math and science sequences in a reasonable time. |
| 1. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)* | *Place an X next to one:*  Not occurring  **X**  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:*  *As of Fall 2019:*  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).  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.  For students that were determined not quite ready for the college level course 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.  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).   * 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. | *Next steps: (1,000 character)*   * Monitor, evaluate, assess a number of different metrics to track how well that support is working, what additional supports might be needed for students   *Timeline for implementing next steps:*   * The timeline here is ongoing—throughout next year and beyond.  We have a two-year time-frame from the state to study what we’ve done to meet the requirements of the law but now we need to study how what we’ve designed is working and make adjustments as needed. |
| **2. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology X Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Continued Professional Development for AB705 Implementation and Assessment.* | *Challenge or barrier: (1,000 character)*  *New implementation, Ongoing assessment and adjustments will be made over the next year.* |
| 1. Special supports are provided to help academically underprepared students to succeed in the “gateway” **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)* | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **X** At scale | *Progress to date:*  As of Fall 2019:   * fully implemented the proportion of co-requisite model English 1A-91s this spring semester in advance of Fall (implementation in spring to fix bugs for fall) * 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. * Extensive professional development on affective domain and on the 91 support course specifically in Fall 2018 and January 2019. * 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. * 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.   Term, if *at scale* or *scaling*: ***Spring 2019*** | *Next steps:*   * Monitor, evaluate, assess a number of different metrics to track how well that support is working, what additional supports might be needed for students, especially those who place directly into English 1A with no requirement or recommendation to take the support course. * The department continues to work to enhance the services in the Writing and Reading Center to support student’s success in English 1A.   *Timeline for implementing next steps:*   * The timeline here is ongoing—throughout next year and beyond.  We have a two-year time-frame from the state to study what we’ve done to meet the requirements of the law but now we need to study how what we’ve designed is working and make adjustments as needed. |
| **2. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. | *Place an X next to one:*  Not occurring  Not systematic  **X** Planning to scale  Scaling in progress  At scale | *Progress to date:*  As of Fall 2019:   * 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. * 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 * Fall 2018 – AB705 Professional development focused on redesign * Fall 2019 – AB705 Professional development shift to affective domain support for all faculty * Fall 2018 – STEM en familia grant launched | *Next steps:*   * Re-work current SI program to more closely align with student needs. * CTE is working on developing “Career Coaches” with all Full Time Faculty where a student can identify a pathway that they are interested, and then see and connect with faculty who are from that same field. The faculty will then serve as a type of Career Coach to let students know what pathways they might identify best with. This information is then sent to the Ed Advisors, who then identify a one semester SEP, and then off to a regular counselor for a comprehensive Ed Plan. (This same proposal is also being developed on an institutional level to support all students.) * Further develop the academic resources available in the Engagement Centers * Intensive professional development for all faculty   *Timeline for implementing next steps:*   * 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.) |
| **2. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  **X** Regional training On campus /individual training  Technology  **X** Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Work on changing student deficit language about “very poorly” prepared students.* | *Challenge or barrier: (1,000 character)*  *New implementation of AB705 for English and math. Continued assessment to assist students in being successful.* |
| 1. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date:*  As of Fall 2019:   * College Promise – including 700 first-time students who are college level and enrolled full-time   CTE is consistently working with our K-12 partners to established Dual Enrollment and Articulation Agreements in CTE courses and programs. Additional pathways and articulation agreements will be identified and implemented in the Fall 2020.   * Additional discussions have occurred with Articulation between High Schools 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. * 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. * Strong collaboration with Gateway College.   Term, if *at scale* or *scaling*: **Fall 2020** | *Next steps: (1,000 character)*   * Strengthen the college infrastructure to support growing concurrent and dual enrollment programs. * Increased guidance support courses for dual enrollment   *Timeline for implementing next steps:*   * 2018-2019 Strengthen CCAP agreements * Advocate for direct administrative oversight (director) for concurrent and dual enrollment programs   **EQUITY CONSIDERATIONS:**   * **Ujima program will make concerted efforts to recruit from the high schools and build bridges into the college.** * **Increased Ujima Counseling** * **Adult Education increased participation from the community. Information about the Adult Education program disseminated college wide.** |
| **2. f. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training X On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |

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| Guided Pathways Essential Practices | **Scale of Adoption  at Our College** | **Progress to Date Implementing Practice**  *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** |
| **Equity Considerations in Area 3:**   * How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students’ success in their programs? * How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? * How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? * How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? | | | |
| 1. KEEPING STUDENTS ON PATH 2. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date:*  As of Fall 2019:  Center Coordinators for the engagement centers have collected data from the students who are in each instructional pathway and have identified potential ways to ensure that they are on track completing units in a timely manner and completion of a student educational plan.  As of Fall 2019:   * 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. * 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 * Staged rollout of EduNav along with program maps * Counseling Staff currently call all students who were recommended through the early alert system.   **EQUITY CONSIDERATIONS:**   * **Very few trainings that address specifically culturally relevant advising practices for all types of advisors.**   **However, Faculty Liaisons offered a training on “inclusiveness and Equity in Faculty advising during October (Fall 2019).**  FALL 2020- At Scale | *Next steps:*   * 2 Additional educational advisors requested in program review to support LHSS and STEM (the two largest of the broad pathways). Currently STEM only has one full time ed advisor and a part time. * Every student needs to be tracked and monitored (via Student Success Team, and eventually EduNav). EduNAV is currently only serving 70% of student population. * Fall 2019- Identifying technology to case load students to monitor their progress within each instructional pathway * Fall 2018- Early alert reform (Email redesigned to be more student friendly). Utilization of early alert to impact special programs (special programs using early alert to monitor and track progress of students, essential for faculty to fill out the early alert for students who need support) * 2018-2019 – Explored additional functionality with existing Early Alert system or a new system   *Timeline for implementing next steps:*   * 2019-2020 Full rollout of EduNav along with program maps   **EQUITY CONSIDERATIONS:**   * **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.** * **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.** |
| **3. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance X Connections with other GP teams  Regional training X On campus /individual training  X Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  Address and evaluate other colleges that are using technology to monitor and track students’ progress.  Technology is needed to communicate with students besides an email. | *Challenge or barrier: (1,000 character)*  *Closing the loop on early alert.*  *Finding technology to support caseload counseling and information sharing to support students through milestones.*  *Degree audit on webadvisor may not be accurate for a student’s completion. Some students use the degree audit function to track their process but only reflects RCC program of study, this may be problematic for students who have a goal of transferring in a major that we do not offer.* |
| 1. Students can easily see how far they have come and what they need to do to complete their program. | *Place an X next to one:*  Not occurring  Not systematic  **X** Planning to scale  Scaling in progress  At scale | *Progress to date:*  As of Fall 2019:   * For the courses taken with the college, students can access their academic progress though WebAdvisor (degree audit). However, for courses transferred in, equivalencies are difficult to identify and link * Any student with a comprehensive Educational Plan, will know how far they have come and what they need to do to complete. * Students continue to have access to degree audit along with a staged rollout of program plans through EduNav (only 3 to launch in fall) * Launch EduNav * Fall 2018 – Finalized first 3 program maps | *Next steps:*   * Continuous cycle of finalizing and releasing program maps for student use * Group Counseling and SEP completion per engagement center * Expand number of ADT’s offered   *Timeline for implementing next steps:*  2019-2020 – Full EduNav launch   * Fall 2019- Identify program maps that need to be created based off new curriculum * Fall 2019- Link CTE Program maps with other ADT program maps on the instructional pathways page * Fall 2019- Post Trailheads for new incoming students to utilize for first semester courses if they are undecided. * Spring 2019 – Finalized all other program maps that are ADT programs of study * 2018-2019 – EduNav launched to students in selected programs |
| **3. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  X Technology Reporting/data  X Other | | *Support Needed – Detail: (1,000 character)*  Technology and Increased Counseling/ Ed Advisor Support for a manageable/realistic caseload. | *Challenge or barrier: (1,000 character)*  Consistent monitoring and engagement between students and their counselors to ensure students stay on path. |
| 1. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track. | *Place an X next to one:*  Not occurring  **X** Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:*  As of Fall 2019:   * An Early Alert system is in place but is not necessarily effective. Students are often contacted through this system, and followed up by counseling, academic support, and faculty. * 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.   **EQUITY CONSIDERSATIONS:**   * **The college integrates academic and student support services into pathways so that the support is unavoidable. The following are examples of embedded support:**   + **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 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.** * **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:**   + **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 the list of stability needs by the faculty)**   + **Showers and Laundry Service in the Athletics Dept.**   + **Financial Aid representative located in the engagement centers for information and support.** | *Next steps:*   * Explore functionality in existing Early Alert system * Flex Training for New Early Alert System and the benefits of using it * Exploring advanced technology/early assessments to support both case management advising and early alert   *Timeline for implementing next steps:*   * 2018-2019 Discussing and Planning * 2019-2020 Discussing, Exploring and Planning for full implementation Fall 2020 |
| **3. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career | *Place an X next to one:*  Not occurring  Not systematic  **X** Planning to scale  Scaling in progress  At scale | *Progress to date:*  As of Fall 2019:   * Educational advisors and Counselors 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. * Fall 2019- Implementation of pathways-based academic advising teams which includes Center Coordinators, Faculty Liaisons/Advisors, Educational Advisors, Counselors, and Peer Mentors | *Next steps: (1,000 character)*   * Continue to provide students the advising support they need to enter limited access programs. * Through Career/Transfer Center and Engagement centers we need to broaden conversation, so students are aware of transfer institution requirements and career options * Based upon where students are within milestones, assist students in understanding available options * Increasing marketing efforts and branding to inform others of Career/Transfer Center. New location and times of services * Nursing Department is creating an allied health/ public health degree for students who don’t get into the nursing program, they can use the pre requisite courses to apply to multiple local allied health programs.     *Timeline for implementing next steps:*   * Fall 2019- Address and examine existing needs and support to staff and house all of the engagement centers |
| **3. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training x On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | Challenge or barrier: (1,000 character)  Identifying early on students who are not eligible to get into particular programs based on GPA or course completion or other determining factors.  Creating additional options for students to obtain degrees or certificates that will allow them to work or be filtered into additional programs that have the same course requirements. |
| 1. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. | *Place an X next to one:*  Not occurring  Not systematic  **X** Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  As of Fall 2019:   * Uneven implementation across disciplines – 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 progress through programs based on both day and evening offerings. * 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. * Multi-term registration * 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. * 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 – Approval and implementation of strategic enrollment management plan | *Next steps: (1,000 character)*   * Year around scheduling * Strategic enrollment management plan assessment and refresh * Increase and Identify accelerated models for additional Programs and pathways.   *Timeline for implementing next steps:* |
| **3. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance X Connections with other GP teams  Regional training X On campus /individual training  X Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Utilizing EduNAV to guide Enrollment Management strategies. EduNAV should be able to predict how many sections of which course do we need to serve our student population.* | *Challenge or barrier: (1,000 character)*  Block scheduling capability for large population of students to ensure that they get the courses they need to complete their educational goal.  Feedback/assistance requested from the Chancellors office on how to complete this task. The visiting team will also be asked for resources and data in support of this strategy. |

| **Guided Pathways Essential Practices** | **Scale of Adoption  at Our College** | **Progress to Date Implementing Practice**  *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** | |
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| **Equity Considerations in Area 4:**   * How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? * As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? * What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? * Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? | | | | |
| 1. ENSURING THAT STUDENTS ARE LEARNING 2. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **X**  At scale | *Progress to date:*  As of Fall 2019:   * 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 and will be integrated within Nuventive in the Assessment module. This is part of the annual program review process. * PLO assessment workshop offered in spring 2018 * PLO assessment continues to expand particularly those with ADTs | *Next steps: (1,000 character)*   * Continue to implementation of PLO assessment for all programs   *Timeline for implementing next steps:*   * College has an ongoing schedule for PLO assessment. | |
| **4. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* | |
| 1. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)* | *Place an X next to one:*  Not occurring  Not systematic  **X**  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  As of Fall 2019:   * Professional Development efforts to enhance classroom instruction. Focus on teaching and learning. * Equity Summit held on March 15th * AVID Flex days and presentations that are aligned best practices in the classroom that embeds equity for faculty development. | *Next steps: (1,000 character)*  Fall 2019- Spring 2020   * Continue conversations about culturally responsive teaching and equity minded instruction (to meet the needs of all students and analyze best practices that yield successful outcomes per subject matter). * Development of teaching and learning principles * Collection of best practices amongst instructional faculty   *Timeline for implementing next steps:*   * Fall 19- Spring 20 College-wide focus on teaching and learning |
| **4. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance X Connections with other GP teams  Regional training X On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  How are other colleges addressing Applied learning in GE courses? How are they pairing GE courses with CTE courses for practical application in the field? | *Challenge or barrier: (1,000 character)*  *Not Consistent across disciplines. Space and time is needed to share and collect best practices across campus.* |
| 1. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework. | *Place an X next to one:*  Not occurring  **X**  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:*  As of Fall 2019:   * Varies widely – some limited examples, but not available to all programs equally * Limited internships are available * Study abroad exists * Currently, an Apprenticeship program has been developed within Culinary to provide students the additional opportunities to expand knowledge, skills and abilities. We currently received a Culinary Apprenticeship grant to continue the good work. Additionally, CTE was awarded a grant for non-traditional apprenticeship opportunities and a Director is being hired, and new partnerships with industry leaders in Riverside are being fostered to support the outcomes.   Limited internships are available within other CTE Programs. This is continuous with an outside contractor who works with the Employment Placement Coordinator.   * 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 and is currently being marketed to local high schools. | *Next steps:*   * All programs/ disciplines need to create an inventory of and understanding of where these opportunities exist and then create relevant opportunities in areas that is feasible. * Identify needs and where these opportunities could link robustly with curriculum * 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   *Timeline for implementing next steps:*   * 2019-2020 – Inventory efforts and identify areas for expansion * 2019-2020 – Continue to explore non-credit options | |
| **4. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  X Other | | *Support Needed – Detail: (1,000 character)*  Broaden local partnerships for internship opportunities for students. | *Challenge or barrier: (1,000 character)*  Sharing of opportunities and resources for students to connect them to industry partners and experiences outside of the classroom. These resources exist within CTE, but not systematic across GE disciplines. | |
| 1. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **X** At scale | *Progress to date: (2,500 character)*  As of Fall 2019:   * 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 * At scale as it is part of our structure and processes.   Term, if *at scale* or *scaling*:  **Fall 2018** | *Next steps:*   * Continue to assess SLOs and complete PLO assessment. * 2019-20- Teaching and learning professional development opportunities to ensure students are learning   *Timeline for implementing next steps:*   * Ongoing college implementation schedule which is done through Annual Program Review and assessment. The goal is to take the information from assessment and use it to evaluate effective instructional techniques and practices. Additional focus moving forward is to integrate the Equity data (from institutional research and Perkins) in these instructional techniques to make sure that all populations of students have adequate access and support for success. | |
| **4. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* | |
| 1. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **X** At scale | *Progress to date:*  As of Fall 2019:   * 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 statewide goals. * 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   **EQUITY CONSIDERATIONS:**   * **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:**    + **105 clubs (L.G.B.T.Q.)**   + **Puente/ Ujima Learning Communities**   + **Avid faculty development**   + **Cultural competency: the Cohort needs to change**   + **HBCU trip**   + **Invited speakers**   Term, if *at scale* or *scaling*: Fall 2018 | *Next steps:*   * Continue to assess SLO’s to improve teaching and learning with a focus on equity. * Achieve ongoing assessment at PLO level. * Beginning the conversations around pedagogical and curricular changes. * Professional development is needed to train adjunct faculty in the areas of SLO and PLO assessment to help close the loop. * Creating opportunities to rethink how we teach to infuse active/experiential learning in courses and programs * Make sure all faculty are equipped to address affective domain issues   *Timeline for implementing next steps:*   * Ongoing * Spring 2020- Adjunct faculty Professional Development Opportunities   **EQUITY CONSIDERATIONS:**  **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.** | |
| **4. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* | |
| 1. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. | *Place an X next to one:*  Not occurring  **X** Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:*  *As of Fall* 2019:   * 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. Currently, there is no uniformity in badges within employment fields. Additional research and conversation is required. Decisions on the use of badges will be determined by Spring 2021. * Adopted Portfolium for a 2-year pilot but did not retain the contract, but discussion in currenty in progress to determine the next steps and need for portfolios. | *Next steps: (1,000 character)*   * Inventory and assess what is going on at the campus to determine the effectiveness of scaling   *Timeline for implementing next steps:*   * 2019-2020 Examine use of portfolios. CTE is still considering how to integrate the use of portfolios for students. Again, the uniformity of this in the employment fields vary. Additional research and conversation is required. Decisions on how to integrate portfolios will be determined by Spring 2021. | |
| **4. f. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* | |
| 1. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. | *Place an X next to one:*  Not occurring  Not systematic  **X** Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  As of Fall 2019:   * Regularly use CCSSE and student feedback * Drafts completed of professional development plans for faculty, staff, and management (Spring 2019) * 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 * SENSE surveys done in fall 2018 * Spring 2019 began discussion of SENSE survey results | *Next steps:*   * Linking Professional Development plans to strategic planning process, equity and college initiatives * Look at SENSE data and determine next steps * Reorient flex activities more directly around college initiatives * Ideas around Student Centered Research to increase student voice, train future researchers and increase faculty-student engagement.   *Timeline for implementing next steps:*  Fall 2020 - for all the above | |
| **4. g. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character* | *Challenge or barrier: (1,000 character)* | |

**Additional REQUIRED questions:**

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| **Student Engagement and Support** | |
| **STUDENT ENGAGEMENT** | *Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor’s Office a system-wide qualitative measure of this effort.* |
| In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required) | *Place an X next to one or more:*  **X** Student survey(s)  **X** Students serve on campus GP advisory committee(s)  **X** Student focus groups  Other: |
| *Engagement Efforts - Details: (1,000 character)*  At RCC, we understand how valuable our student voices are in our redesign efforts. We currently have students sit on our Guided Pathways Committee (committed to getting consistent student representation every meeting), we also have student representatives assigned to every leadership council and senate. During the last year we have engaged our students in student panels at faculty flex and have requested feedback from students in every implementation strategy or document. As of Fall 2019, a student survey went out to all students to inform them about the guided pathways framework and also collected information about what would be most beneficial in ensuring their success. The questions for the survey were created by faculty to address serving students in and out of the classroom. The SENSE survey and disaggregated data was used in implementation strategies and discussions centered around onboarding and classroom support. |
|  | |
| **COURSE ALIGNMENT** | *How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)* |
| *Course Alignment - Details: (1,000 character)*  Although not systematic, Program maps and trailheads have been designed with course offerings in mind. Not all program maps or trailheads have the same courses listed. Discipline faculty and counseling determined which programs should take English or math first, History vs Political Science, Communication Studies 1 or 9, etc… Although courses from education plans are not being captured now, it is our hopes to have our EDUNAV System will eventually assist in enrollment management. Our college has also moved towards a two term registration period to assist class offerings based on need. |

**Additional OPTIONAL questions:**

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| **Success Story** | |
| **SUCCESS STORY** | ***Optional:*** *Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor’s Office will not share the information with outside parties without first obtaining your college’s consent. Note: All fields are required should you choose to include a success story.* |
| *Title:* Nursing Pathways | |
| *Follow-up Contact Person(s): Sandy Baker, Dean of Nursing* | |
| *Challenge: (1,000 character)*  Students are entering into Nursing programs with excessive units not needed for completion of degree and not all of the units that are being completed are transferable. There has also been difficulties in getting students to enroll in BSN programs after completion of an associate degree in Nursing. | |
| *Success Story: (10,000 character)*  RCC in collaboration with CSU Fullerton and CSU San Bernardino have created concurrent enrollment pathways for Nursing students. 50% of students in the concurrent enrollment program are men. The diversity in this program is higher than any traditional cohort. | |
| *Outcomes: (1,000 character)*  These concurrent enrollment programs will ensure that our students are not only getting associates degree requirements but graduating with a BSN as well. The concurrent enrollment program assists in increased bachelor’s degree attainment, decreased unit accumulation, meets workforce needs and makes RCC Students more marketable in the industry. | |
| *Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:*  Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.  **X** **Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU**  Decrease the average number of units accumulated by California Community College students earning associate degrees  Increase the percent of exiting CTE students who report being employed in their field of study  **X Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups**  Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults | |