Preview

Details

College

Contra Costa College

Assurances

Guided Pathways

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

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

Contacts

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Approvers

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02/28/2020 01:12 PM PST

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Reject   Approve

Awaiting Approval

Data Sharing

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

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Marketing occurs at the institution-wide or program level, meta-majors have not been developed.
- Marketing for CTE programs is career focused; non-CTE programs less so.
- Academic program marketing is beginning as web pages for each program, but broad categories not advertised.
- The effect of these efforts on enrollment is not public.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Build broad categories related to careers – Year 2 (2020-2021)

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Advertise these categories – Year 3 (2021-2022)

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Recruit students to participate in broad categories – Year 4 (2022-2023)

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- ADT's exist for all current academic programs, and model curriculum for CTE programs is in development.
- CTE programs are designed with advisory board input
- Labor market analysis is considered when a new CTE program is being considered and incorporated into the program reviews.
- Cooperative education courses (work experience) exists for some programs

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

After mapping, course sequences are refined by linked content to knowledge/skills/abilities (KSA's) competencies from O*NET (Year 1)

Term and Year

Spring - 2019

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Professional development/inquiry into alignment between work preparation and traditional coursework (Year 2)

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

• Possibly hire a work-based learning/internship coordinator (Year 3)

• Exploration of how learning outcomes match work competencies, change SLO/PLO if needed (Year 3)

• Develop career seminars for students based on cluster/interests (Year 3)

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Deliver career seminars widely /broadly (Year 4)

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Internships and work-based learning developed for each program (Year 5)

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Each career education page includes links to the college's Career Coach website, which provides salary information, the number of job openings, and examples of potential jobs. Career Coach also connects jobs to education levels to help students consider the potential benefits of furthering their education in a given field (i.e. how much their wages would increase, etc.).
- Each career education program that has a certificate of at least 16 units has a link to Gainful Employment information on the program web page.
- Some program webpages mention further education opportunities and long-term career paths

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Incorporate O*NET information related to KSA's on webpages, especially in areas where it can augment Career Coach content. (Year 2)

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Determine target careers for non-CTE programs (Year 3)

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Expand Career Coach to include nonCTE programs and add to program webpages. (Year 4)

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Course sequences (with milestones) are being developed by the PPP committee, with the goal of mapping all programs and aligning with PS work by end of 2019.
- Dual enrollment makes efforts to have HS students take first level courses in programs, but this is not systematic and only impacts a limited number of programs.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Complete program maps and vet through all stakeholders (especially students) (Years 1 and 2)

Term and Year

Fall - 2020

Term - Detail (optional)

Implemented from Year 1 until Year 2

Next Steps Toward Implementing Practice at Scale

Program maps added to website (Year 3)

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Disaggregated data on student success in milestone courses prepared (Year 4)

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

• Institutional training on data interpretation to improve milestone courses (Year 5)

• Schedule designed based on maps and data (Year 5)

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Math pathways developed for STEM and non-STEM majors, offering is not systematic.
- Self-placement allows students to choose math courses that align with their educational and career goals.
- Program sequences developed so far include math courses.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Ensure math sequences and math supports (e.g. tutoring) are embedded in each pathway (Years 1-2)

Term and Year

Fall - 2020

Term - Detail (optional)

Implemented from Year 1 until Year 2

Next Steps Toward Implementing Practice at Scale

Explore development of contextualized math classes based on clusters (recognizing that math is a gateway course to many careers, and that many students need support) (Year 3)

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Incorporate information about math options in catalog/career coach/counseling literature and website (Year 4)

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Schedule includes opportunities for all students (e.g. day/evening) to take classes appropriate to pathway (Year 5)

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- CCC engages students with multiple onramps related to college/career exploration, program identification and education planning, including formalized steps to success
- Students have the option to enroll in Counseling 130 (Career & Major Exploration) and/or Counseling 140 (Job Search Strategies). These courses are embedded in the Promise FYE and a few learning communities.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Create a branded onboarding and first year experience that includes career, major, degree and transfer exploration. (Year 2)

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Explore possibility of creating a "success coach" structure (Years 2-3)

Term and Year

Fall - 2021

Term - Detail (optional)

Implementation will begin in Year 2 and continue until Year 3

Support

No support requested

Practice B

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- CCC offers MATH and BIO/ANATOMY Jams & English bootcamps before each semester to help improves students' skill levels.
- Implementing additional support for English and Math courses on the heels of AB-705 (MATH-164S, ENGL-1AX, etc.)
- Dedicated support in STEM program and learning communities
- Centralized tutoring services that address needs in nearly every program area.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Inventory and clarify definition of gateway courses/resources to add layers of support (Year 2)

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

• Enhance book loan/supply program to support students in gateway courses (Year 3)

• Embed tutoring services in Guided Pathway maps. (Year3)

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Develop a system to support students not in STEM programs/learning communities (or scale best practices from STEM) (Year 4)

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Math Jams offered every summer (2- week bootcamps)
- Implementing additional support for Math courses on the heels of AB-705 (MATH-164S)
- Math labs and tutoring

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Contextualize math courses for specific meta-majors (Year 2-4)

Term and Year

Fall - 2020

Term - Detail (optional)

Implementation will begin in Year 2 and continue until Year 4

Support

No support requested

Practice D

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- English Bootcamp – noncredit course
- Implementing additional support for English courses on the heels of AB-705 (ENGL-1AX)
- Puente, PerAnkh

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

• Scale support provided through learning communities into all English courses

• Writing across disciplines

• Contextualized English

Term and Year

Fall - 2020

Term - Detail (optional)

For implementation beginning Year 2 until Year 4

Support

No support requested

Practice E

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- CCC has a referral process for counseling, DSPS, tutoring and retention services, including probation workshops, ENGL & math tutoring. In addition, CCC is developing non-credit and enhanced classes for English and math that include requisite tutoring support.
- Some learning communities provide additional support for very poorly prepared students. These supports are not consistently applied or available for all students

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

CCC would like to fully adopt a functional Early Alert System and customize supports based on student need. (Years 2-3)

Term and Year

Fall - 2020

Term - Detail (optional)

Implementation will begin in Year 2 and continue until Year 3

Next Steps Toward Implementing Practice at Scale

Evaluate the success of the new support English and Math courses for the purpose of continuous improvement. (Years 1-2)

Term and Year

Fall - 2019

Term - Detail (optional)

Implementation started in Year 1 and will continue until Year 2

Next Steps Toward Implementing Practice at Scale

Determine to what extent learning community best practices (I.e. Wraparound support "coaches", canvas access, and/ or other types of progress/success tools) can be shared across departments and programs. Scale practices as appropriate. (Years 3- 5)

Term and Year

Fall - 2021

Term - Detail (optional)

Implementation will begin in Year 3 and continue until Year 5

Support

No support requested

Practice F

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- CCC, currently offers several structured Early College credit opportunities designed to support students and prepare students for college-level course work. These opportunities are both on and off campus, including Middle College High School, Gateway to College, Dual Enrollment courses on high school campuses, and concurrent enrollment courses on the CCC campus. In addition, the CCC Outreach Team provides a structured sequence of workshops that engage high school students from interest through registration.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

In addition; providing increased "general education" courses during times that high school students can access them. (Years 1-2)

Term and Year

Fall - 2019

Term - Detail (optional)

Implementation began in Year 1 and will continue until Year 2

Next Steps Toward Implementing Practice at Scale

A branded "College for Kids" experience that provides students with a visual pathway to college & career success. This would involve a variety of engagement opportunities from elementary through high school for students to "experience" CCC and the college environment. (Years 3-5)

Term and Year

Fall - 2021

Term - Detail (optional)

Implementation will begin in Year 3 and continue until Year 5

Support

No support requested

Pillar 3. Stay on the Path

Practice A

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Tracking is conducted in select programs (I.e. EOPS, Athletics, learning communities, College Promise). The system for tracking varies widely between programs.
- Counselors review course-taking progress with students in order to see what additional courses need to be taken, but this only occurs when students make counseling appointments.
- The college has Degree Audit, which has the ability to track student progress, but this is not fully implemented.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Identify best practices of conducting case management and determine process for implementation

Term and Year

Fall - 2021

Term - Detail (optional)

Actual term of implementation is TBD and will be predicated on how the structure of Guided Pathways affects Counseling structure and CRM acquirement

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Next Steps Toward Implementing Practice at Scale

Adopt and install an intuitive campus wide CRM to track student progress, interactions and support needs

Term and Year

Winter - 2021

Term - Detail (optional)

Actual term of implementation is TBD and will be predicated on how the structure of Guided Pathways affects Counseling structure and CRM acquirement

Support

No support requested

Practice B

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Robust transcript evaluation process
- Degree audit is accessible for students however it can be inaccurate to students' goals

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Transcripts to note CSU/UC/DG (Ed planning tool not UC/CSU/DG friendly)

Term and Year

Fall - 2021

Term - Detail (optional)

Actual term of implementation is TBD and will depend on district technology decisions

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Next Steps Toward Implementing Practice at Scale

Need a tool that will support student based on enrollment status (FT, PT, etc.)

Term and Year

Winter - 2021

Term - Detail (optional)

Actual term of implementation is TBD and will depend on district technology decisions

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Next Steps Toward Implementing Practice at Scale

Need intuitive educational planning tool

Term and Year

Spring - 2021

Term - Detail (optional)

Actual term of implementation is TBD and will depend on district technology decisions

Next Steps Toward Implementing Practice at Scale

Milestone reports (CRM)

Term and Year

Summer - 2022

Term - Detail (optional)

Actual term of implementation is TBD and will depend on district technology decisions

Support

No support requested

Practice C

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- EOPS, Athletics have progress reports
- Retention runs reports/workshops

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Streamline progress reports for all students

Term and Year

Fall - 2021

Term - Detail (optional)

Actual term of implementation is TBD and will depend on district technology decisions

Next Steps Toward Implementing Practice at Scale

• Counselors should be alerted

Term and Year

Winter - 2021

Term - Detail (optional)

Actual term of implementation is TBD and will depend on district technology decisions

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Next Steps Toward Implementing Practice at Scale

Need text alerts

Term and Year

Spring - 2021

Term - Detail (optional)

Actual term of implementation is TBD and will depend on district technology decisions

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Next Steps Toward Implementing Practice at Scale

Customer Relationship Management (CRM)

Term and Year

Summer - 2022

Term - Detail (optional)

Actual term of implementation is TBD and will depend on district technology decisions

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Next Steps Toward Implementing Practice at Scale

Establish values/policies focused on retention

Term and Year

Fall - 2022

Term - Detail (optional)

Actual term of implementation is TBD and will depend on district technology decisions

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Support

No support requested

Practice D

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Currently students can make individual counseling appointments to discuss challenging programs or those with impacted courses.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Support meta major alignment with multiple career steps so students can identify various stages of career development. (Years 1-3)

Term and Year

Fall - 2019

Term - Detail (optional)

Implementation began in Year 1 and will continue until Year 3

Next Steps Toward Implementing Practice at Scale

Supporting, faculty and counselor communication to identify students in various pre-requisite stages. (Year 2)

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Certain departments (e.g. STEM) attempt to limit conflicts, small programs buffer changes, and online courses have increased as attempts to accommodate student scheduling needs.
- College is participating in the Strategic Enrollment Management (SEM) Academy in an effort to improve scheduling practices.
- The college's standing SEM committee is working to address scheduling challenges.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Mapped/developed program pathways and clusters formalized (Year 1-2)

Term and Year

Fall - 2019

Term - Detail (optional)

Implementation began in Year 1 and will continue until Year 2

Next Steps Toward Implementing Practice at Scale

Explore using software for ed plan and schedule analysis (if district approves tool. (Year 2)

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Schedule analysis/assessment to see if 'typical' student can graduate based on pathways. (Years 2-3)

Term and Year

Winter - 2020

Term - Detail (optional)

Implementation will begin in Year 2 and continue until Year 3

Next Steps Toward Implementing Practice at Scale

Analyze progress of real students and interaction of schedule based on goals and home/work life. (Year 3)

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Schedule adjusted to accommodate as many students as possible (Years 4-5)

Term and Year

Fall - 2022

Term - Detail (optional)

Implementation will begin in Year 4 and continue until Year 5

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

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

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- All programs have program learning outcome's noted in catalog which are evaluated as part of Program Review.
- Employment potential for CCC's majors are indicated in Career Coach and catalog
- Certificate competencies for CTE programs have industry-vetted program learning outcomes

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

O*Net activity as part of Pathways, Program, and Pedagogies workgroup course sequencing and pathway creation (Year 1)

Term and Year

Fall - 2019

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

See practice 1b for interviewing activity (Years 2-4)

Term and Year

Fall - 2020

Term - Detail (optional)

Implementation began in Year 2 and will continue until Year 4

Next Steps Toward Implementing Practice at Scale

Audit career opportunities by program, for all programs, similar to CTE program review process (labor market, etc.). (Year 5 for non-CTE)

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Currently, many introductory courses (I.e. English, STEM-Jam & CTE courses) require competency building in critical thought.
- Courses that are cohort-specific with integrated or contextualized curriculum focus on active student engagement.
- In some areas, the extent to which students are required to think critically and are exposed to applied learning varies greatly by professor.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Our Pathway and Pedagogy group will utilize conversation focusing on the development of our meta-majors to actively address best practice models that align with essential employability skills and successful academic competencies. These conversations will be held in the context of monthly workgroup meetings, all college day events and relevant campus wide committees. The workgroup will be supported by the Guided Pathways Steering Committee and our statewide regional coordinators as needed.

Term and Year

Fall - 2021

Term - Detail (optional)

While the foundation for this work is being set in Spring 2020 it will begin in earnest in the Fall 2021.

Support

No support requested

Practice C

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Some CTE programs have structured and embedded work-based learning opportunities, especially in the allied health fields.
- The extent to which students engage in collaborative projects outside of class varies substantially by program area.
- Students can enroll in Cooperative Education to earn credits while working.
- Opportunities are available across the college's program areas, but they are not systematically offered and there is no guarantee that every student will be exposed to these opportunities.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Encourage development of experiential assignments (Year 1-2)

Term and Year

Fall - 2019

Term - Detail (optional)

Implemented from Year 1 until Year 2

Next Steps Toward Implementing Practice at Scale

Develop clear directory/database of opportunities (Year 2)

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Internships are formalized and service-learning process set up (handbook, referral, etc.) (Year 2-3)

Term and Year

Winter - 2020

Term - Detail (optional)

Implementation will begin in Year 2 and continue until Year 3

Next Steps Toward Implementing Practice at Scale

Internship coordinator hired (Year 3)

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Opportunities are strategically embedded in pathways in a manner that align with SLO/PLO (Year 3-4)

Term and Year

Winter - 2021

Term - Detail (optional)

Implementation will begin in Year 3 and continue until Year 4

Next Steps Toward Implementing Practice at Scale

Connect work-based learning to portfolio building (Year 4)

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

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

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- CCC has a Student Learning Outcome Coordinator and a Program Review process/system to assess and document SLO's/PLO's. Faculty engage in this process across all program areas.
- College does not have a mechanism for planning continuous improvement. It is not clear to what extent the data and content in program review or SLO/PLO assessments translate into improvements in the curriculum.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Improve /re-establish culture of accountability and assessment of effectiveness via program review process (Year 2)

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Utilize ELumen to enable gathering, analyzing and planning for continuous improvement cycle (Year 3)

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- There is a general commitment to use Student Learning Outcome assessment information to inform instructional practices.
- It is not clear to what extent the results of learning outcome assessments are used to improve professional development and other campus efforts.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Intentionally design pathways/sequences so that they logically build Student Learning Outcome's upon one another to maximize career readiness (Years 2-3)

Term and Year

Fall - 2020

Term - Detail (optional)

Implementation will begin in Year 2 and continue until Year 3

Next Steps Toward Implementing Practice at Scale

Explore ways to develop culture of inquiry and continuous improvement around Student Learning Outcome/Program Learning Outcome (Year 3)

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Faculty work together to review outcomes, share information, gather best practices, look for common themes (Year 4)

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Disaggregation of Student Learning Outcomes/Program Learning Outcome by race, etc. incorporated into continuous improvement (Year 5)

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- CCC offers Counseling 140: Job Search Strategies.
- Career Center provides range of career services to students, including documentation of learning in the form of a resume or portfolio (although portfolio development is not common)
- Transfer Preparation workshops
- Some CTE faculty coach students on how to document and discuss industry-recognized credentials
- Most of these supports require students to recognize that they need help in this area and proactively engage a service or enroll in a course.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Explore broad-based implementation of New World of Work Curriculum (Year 2)

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

As part of pathways development, faculty consider assigning capstone projects in major courses that embed portfolio-building (writing across curriculum) and connect capstone projects to work-based learning (Years 3-5)

Term and Year

Fall - 2021

Term - Detail (optional)

Implementation will begin in Year 3 and continue until Year 5

Next Steps Toward Implementing Practice at Scale

Where possible, embed industry standards in catalog descriptions (Year 5)

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Conducted CCSSE in 2016
- Established faculty evaluation process that includes evaluations from students
- Program review of non-instructional units include user surveys

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Administer CCSSE at regular intervals to gauge improvement over time. (Years 3- 5)

Term and Year

Fall - 2021

Term - Detail (optional)

Implementation will begin in Year 3 and continue until Year 5

Next Steps Toward Implementing Practice at Scale

Use CCSSE toolkits for focus groups to gather more qualitative data (Year 4)

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Use assessment results to inform strategic professional development (Year 5)

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

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

• Other

Other

Engagement with Associated Student Union

Engagement Efforts - Details

Our campus has a goal of implementing the three above strategies. To date we have not utiliezd opportunities to do so. We are currently exploring options to create student surveys and have intentional student focus groups.

Course Alignment

Currently the college is re-evaluating and assessing the intake process, while there is a desire to explore deeper connection with strategic enrollment management capacity to move this alginement forward has impacted its actualization. While the colllege is still developing our major clusters or meta majors, the completion of this work will intersect with the alignment of our course offering and student education plans.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
📄 CCRC_SOAA_CCC_April30_Submitted.pdf	Self-Assessment	2/27/2020, 5:39:15 PM	N/A

Success Story

Success Story (optional)

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals

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