



**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:

Date:

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at a 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:

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

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

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@cccoco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • 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. • FYE: Newly enrolled ESL students complete orientation receives marketing for Career Programs (Completed Spring 20) • Initial intuitional commitment to hire a digital marketing specialist and external vendor to support website development • FYE: Steps to Success created by Outreach Team, regularly updated and used to support 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • PS: Build broad categories related to careers – Year 2 (2020-2021) • FYE: Needs assessment to determine most vital information for students to receive in orientation/marketing materials – Year 3 (2021-2022) • FYE: Collaborate with Director of Marketing to develop staffing needs, funding and to develop implementation plan for advertising (Year 3-4) • FYE: Advertise these categories – Year 4 -5 (2022-2023, adjusted from Year 3) • FYE: Recruit students to participate in broad categories – Year 5 (2023-2024) <p><i>Timeline for implementing next steps:</i></p>

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		<p>work of those involved in Onboarding.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>1. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training X On campus /individual training</p> <p>Technology X Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Limited staffing resources in Marketing Department.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>FYE: Marketing support needed in academic module development for online and other digital platforms.</p> <p>Deeper inquiry into community needs and supports related to marketing.</p>
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • 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 • PPP: Programs that have completed pathways have identified and included examples 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • PPP: After mapping, course sequences are refined by linked content to knowledge/skills/abilities (KSA’s) competencies from O*NET (Year 1) - continuing • PPP: Professional development/inquiry into alignment between work preparation and traditional coursework (Year 2) - continuing • PS: Possibly hire a work-based learning/internship coordinator (Year 3) • PPP: Exploration of how

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		<p>of potential careers</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>learning outcomes match work competencies, change SLO/PLO if needed (Year 3)</p> <ul style="list-style-type: none"> • PS: Develop career seminars for students based on cluster/interests (Year 3) • PS: Deliver career seminars widely /broadly (Year 4) • PS: Internships and work-based learning developed for each program (Year 5) • Use disaggregated data to inform supports needed for students as they navigate pathways • PPP: Continue to support programs that have yet to finalize pathway in identifying careers linked to programs (Year 3, 2021-2022) • PPP: Evaluate SLOs to match career competencies (Year 3, 2021-2022) <p><i>Timeline for implementing next steps:</i></p>

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<p>1. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training X On campus /individual training</p> <p>X Technology Reporting/data</p> <p>X Other: Support from Regional Coordinators</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Evaluating SLOs to match career competencies is a massive project. Need support to identify which areas of campus can support this work and explore possibilities of available technology to assist.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>PPP: Seek support from programs who already highlight potential careers to use as a map for other programs.</p> <p>PPP: Professional development/inquiry into alignment between work preparation and traditional coursework (Year 2):</p>
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • 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 • PPP: Non-CTE Department Chairs have begun the process to review careers related to programs 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • PS: Incorporate O*NET information related to KSA’s on webpages, especially in areas where it can augment Career Coach content. (Year 2) • PPP: Determine target careers for non-CTE programs (Year 3) • PS: Expand Career Coach to include non- CTE programs and add to program webpages. (Year 4) • PPP: Develop list of occupations students are eligible with AA/AS degrees – update catalog with this information • PPP: Develop an online advisory tool to help students explore careers and understand which support programs might benefit them, and how to access them <p><i>Timeline for implementing next steps:</i> See above</p>

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		Term, if <i>at scale</i> or <i>scaling</i> :	
<p>1. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>Regional training X On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Departments do not have access to quickly update program webpages where they can make changes that respond to industry partner needs</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>PPP: Need assistance to determine what is the appropriate content for these areas; potentially from other colleges in the state.</p>
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> 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. FYE: Hired Early College credit coordinator to support Dual and Concurrent Enrollment. FYE: Dual Enrollment is still not systemic. However, the number of students has continued to increase PPP: 70% of academic programs have completed pathways; campus stakeholders have yet to review. (see 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> PPP Complete program maps and vet through all stakeholders (especially students) (Years 1 and 2) (need to vet) updated to: PPP: Vet program maps through all stakeholders. FYE: Program maps added to website (Year 3) FYE: FA21 - Add Meta Majors and Program pathways to Ed Plan in college-specific orientation. FYE: Develop student success workshop series to support students in entering pathways (Year 4) – Disaggregated data on student success in milestone courses prepared (Year 4)

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		next steps)	<ul style="list-style-type: none"> • Institutional training on data interpretation to improve milestone courses (Year 5) • Schedule designed based on maps and data (Year 5) • PPP: Explore options for how students will access program maps • PPP: Encourage students to take the appropriate unit load for their life circumstances and provide direct student support to enable them to participate more fully in their education, reduce their time to completion, and achieve success (Action Area 3.3.5.) • PPP: Develop a Strategic Enrollment Management (SEM) Strategy that prioritizes developing a course schedule that meets our diverse student needs (Action Area 1.3.5) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • See above
<p>1. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>Regional training X On campus /individual training</p> <p>X Technology X Reporting/data</p> <p>Other</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>FYE: <i>Meta-Majors is on-going, pending completion of PPP group.</i></p> <p>Ed-Plan – How to guide students</p> <ul style="list-style-type: none"> • <i>Examine equity of counselor capacity.</i> • <i>Support students with self-efficacy and connecting with a counselor for students that need support.</i> 	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>Infrastructure support for counseling student services</i></p> <p><i>Research support</i></p> <p><i>District and College</i></p>	

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		<ul style="list-style-type: none"> • <i>Student friendly tool to communicate meta-majors prior to choosing a major</i> 	
<p>e. Required math courses are appropriately aligned with the student’s field of study <i>(Note: This essential practice was moved from Area 2)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • 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. • <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • PS: Ensure math sequences and math supports (e.g. tutoring) are embedded in each pathway (Years 1-2) • PS: 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) • PS: Incorporate information about math options in catalog/career coach/counseling literature and website (Year 4) • PPP: Schedule includes opportunities for all students (e.g. day/evening) to take classes (Year 5) • PPP: appropriate to pathway, utilizing strategic enrollment management strategies as outlined in college strategic plan Goal 1.3.5: <p><i>Timeline for implementing next steps:</i> See above</p>

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

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> 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? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p> <p>3.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> CCC engages students with multiple on-ramps 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. FYE: District wide orientation completed (January 2021). FYE: Steps to Success created by Outreach Team, regularly updated and used to support work of those involved in Onboarding. <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> FYE Group Continued work to create a branded onboarding and first year experience that includes career, major, degree and transfer exploration. (Year 3) FYE: Continued development of college-specific orientation that includes modules focused on Support Services and Programs (linked to 2i.) FYE/PS Group Explore possibility of creating a “success coach” structure (Years 2-3) Expand opportunities for students to take courses which support career and major exploration (COUNS130) –Year 4 FYE: Assess best way to filter high need students to counseling Test run tools with students <p><i>Timeline for implementing next steps:</i> See above</p>

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<p>2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>X Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Support to build infrastructure given limited staffing resources.</p> <p>Professional development and connection with other GP teams to assess best way to scale up current services and learn about effective tools/strategies used at other institutions that connect students interest to course taking habits.</p>	<p><i>Challenge or barrier: (1,000 characters)</i></p> <p>FYE: Limited resources and categorically funded positions impact ability to scale FYE program and other onboarding services</p> <p>COVID significantly impacted our typical outreach strategy/plan and delayed other important elements of essential practices.</p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • CCC offers MATH and BIO/ANATOMY Jams & English bootcamps before each semester to help improves students’ skill levels. • PPP: 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. • Inventory and clarify definition of 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • PPP: Inventory and clarify definition of gateway courses/resources to add layers of support (Year 2) - completed • PS: Enhance book loan/supply program to support students in gateway courses (Year 3) • PPP: Embed tutoring services in Guided Pathway maps. (Year3) • Develop a system to support students not in STEM programs/learning communities (or scale best practices from STEM) (Year 4) • Explore culturally empowering pedagogy and Learning

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		<p>gateway courses/resources to add layers of support</p> <ul style="list-style-type: none"> • PPP: Quickly pivoted to online tutoring by CCC Learning Center and incorporated outside 24/7 online tutoring support (sp20) <p>Term, if <i>at scale or scaling</i>:</p>	<p>Communities models.</p> <p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> • See above
<p>2. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>Regional training X On campus /individual training</p> <p>X Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Regional training, connections with other GP teams to support use of student tutoring and other online tutoring supports that can better link to campus resources and supports.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Consistent tutoring funding to support embedding tutoring into pathways</p> <p>Tutors are primarily students (schedule conflicts, turn over, etc)</p> <p>24.7 online tutoring is not w/o flaws; tutors are not CCC connected and cannot provide real referrals to students.</p>
<p>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. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • 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 • Initial conversations around contextualized math for engineering courses have begun in an effort to pilot and determine scalability. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • PPP: Contextualize math courses for specific meta-majors (Year 2-4) • PPP: Pilot and assess contextualized math for engineers (Year 4-5) • Continue to explore other models for embedding counseling into math courses (Year 4-5) <p>Timeline for implementing next steps: See above</p>

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		<ul style="list-style-type: none"> Sunset of MathJam and incorporation of these supports directly tied to math courses. <p>Term, if <i>at scale or scaling</i>:</p>	
<p>2. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology X Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Ensuring contextualized courses would fill (SEM+ pathway maps)</p> <p>Resources to address capacity issues</p> <p>Connections with other GP teams to share current models of contextualized math.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Initial plan to intentionally embed counselors into courses, with pilot for SP2020 was halted due to COVID.</p> <p>How to effectively embed/contextualize across disciplines given limited human resources and capacity-</p>
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> English Bootcamp – noncredit course Implementing additional support for English courses on the heels of AB-705 (ENGL-1AX) Puente, PerAnkh Sunset of English Bootcamp and incorporation of these supports directly tied to gateway English courses. <ul style="list-style-type: none"> Term, if <i>at scale or scaling</i>: 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Scale support provided through learning communities into all English courses PPP: Explore writing across disciplines, collaboration with English Department (Year 3) PPP: Contextualized English <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Years 2-4
<p>2. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>Regional training X On campus /individual training</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>PD related to writing across disciplines/contextualized English courses.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
Technology Reporting/data Other		Support of English Department	How to effectively embed/contextualize across disciplines given limited human resources and capacity-
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • 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. • PPP: As of FA19, all students were placed in college level English (ENGL-1A or 1AX) and Algebra II or higher math courses and support courses • Baseline data for FA19 has been collected and assessed. • Fully institutionalized AB-705 • Completion of AB-705 Report indicating success rates <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • PS: CCC would like to fully adopt a functional Early Alert System and customize supports based on student need. (Years 2-3) • PPP: Evaluate the success of the new support English and Math courses for the purpose of continuous improvement. (Years 1-2) • PS: Determine to what extent learning community best practices (I.e. Wrap-around 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) • PPP: Determine how to support students placed in ENGL-1AX with HS GPA below 2.0 • PS: Research and analyze strategies/best practices to help underprepared students. • FYE: Continued development of college-specific orientation that includes modules focused on Support Services and Programs (linked to 2a.)

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			Timeline for implementing next steps: See above
<p>2. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>Regional training X On campus /individual training</p> <p>Technology X Reporting/data</p> <p>Other</p>		<p><i>Support Needed- Detail: (1,000 character)</i></p> <p>Professional Development around effective evaluation that disaggregates impacts of COVID-19.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • Due to COVID, data from SP20 and beyond not reflective • Processes we planned cannot be properly evaluated given COVID • Leadership transitions and limited bandwidth has been a challenge with adopting an Early Alert System, currently developing proposals to have 3rd party help with software implementation and training.
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • 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. • CCC Outreach Team provides structured sequence of workshops 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • FYE: 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 students to "experience" CCC and the college environment. (Years 3-5) • PPP/PS/FYE In addition; providing increased "general education" courses during times that high school students can access them, also

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		<p>that engage high school students from interest through registration.</p> <ul style="list-style-type: none"> • SP2020 – dual enrollment online, access to processes that were formerly paper-based • Credit for prior learning policy approved in Fall 2020 	<p>considering synchronous/asynchronous offerings. (Years 2-3)</p> <ul style="list-style-type: none"> • PPP: Determine process for credit-for-prior learning in each discipline • PPP: Streamline concurrent enrollment process for METAs students • FYE: Continued engagement with strategic enrollment, program areas and admissions and records to ensure college enrollment management is considering this essential practice. • FYE: Explore continued opportunities to offer Noncredit courses, considering adult, formerly incarcerated students and other students who do not come to CCC directly from HS. • PS: continue analysis of learning communities and students on academic probation/suspension to develop a holistic case management approach
<p>2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>X Regional training X On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>Needs assessment (located in 3.0).</i></p> <p>Professional development regarding non-credit course offerings outside of CTE/WFD.</p> <p>Best practices for determining credit for prior learning.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Need to ensure new programs or course changes (ie. Credit to non-credit) are aligned with marketing, outreach and other campus procedures.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
			Ongoing funding to sustain success coach program is a concern.

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • 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. <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • PS: Identify best practices of conducting case management and determine process for implementation • PS: Adopt and install an intuitive campus wide CRM to track student progress, interactions and support needs <p><i>Timeline for implementing next steps:</i> TBD – will be predicated on how the structure of Guided Pathways affects Counseling structure and CRM acquirement</p>
<p>3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>	

<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> ● Robust transcript evaluation process ● Degree audit is accessible for students however it can be inaccurate to students' goals ● Courses have been coded in datatel to align with UC/CSU/DG 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ● PS: Transcripts to note CSU/UC/DG (Ed planning tool not UC/CSU/DG friendly) ● PS: Need a tool that will support student based on enrollment status (FT, PT, etc.) ● PS: Need intuitive educational planning tool ● PS: Milestone reports (CRM) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ● TBD – depends on district technology decisions 								
<p>3. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>X Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	X Connections with other GP teams	Regional training	On campus /individual training	X Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>All potential changes must be reviewed and approved by district wide A&R Committee, this impacts individual campuses across the district.</p>
Policy guidance	X Connections with other GP teams										
Regional training	On campus /individual training										
X Technology	Reporting/data										
Other											
<p>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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> ● EOPS, Athletics have progress reports ● Retention runs reports and student success workshops ● Text reminders for students, especially in emergencies or other responsive-need scenarios (local/state emergencies, campus-wise updates, etc) ● Initiated infrastructure conversations to support Starfish implementation effectively <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ● PS: Streamline progress reports for all students ● Establish values/policies focused on retention that include all stakeholders (services areas, faculty, management) ● PS: Continued multi-constituency development of Starfish that includes identifying challenges to previous launch as well as, professional development including but not limited to Starfish ● PPP: Identify ways in which 								

			<p>faculty can modify pedagogy to support students when they are navigating our campus and local community OUTSIDE of the classroom</p> <p><i>Timeline for implementing next steps:</i></p>
<p>3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>X Policy guidance X Connections with other GP teams</p> <p>X Regional training X On campus /individual training</p> <p>X Technology X Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Capacity issues for effective implementation</p> <p>CRM: not viable at this time based on district wide decisions</p>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Currently students can make individual counseling appointments to discuss challenging programs or those with impacted courses. • Program pathway development has led to initial identification of courses that fit into both pathways, addresses course sequencing and has incorporated support services/benchmarks • HSI/STEM Counselor currently meeting with students who reach specific educational points (a potential model for other cohorts) <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • PS: M) Support meta major alignment with multiple career steps so students can identify various stages of career development. (Years 1-3) • PS: Supporting, faculty and counselor communication to identify students in various pre-requisite stages. (Year 2) • PS: Evaluate current case management models (EOPS, Puente, HSI/STEM, Athletics) to determine effective intervention benchmarks (collaborative next step for PS and PPP workgroups) <p><i>Timeline for implementing next steps:</i> See above</p>
<p>3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Regional training X Technology Other	On campus /individual training Reporting/data		
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> 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. <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> PPP/PS: Mapped/developed program pathways and clusters formalized (Year 1-2) PS: Explore using software for ed plan and schedule analysis (if district approves tool. (Year 2) PS: Schedule analysis/assessment to see if 'typical' student can graduate based on pathways. (Years 2-3) PS: Analyze progress of real students and interaction of schedule based on goals and home/work life. (Year 3) Schedule adjusted to accommodate as many students as possible (Years 4-5) <p><i>Timeline for implementing next steps:</i> See above</p>
<p>3. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Regional training Technology Other</p>	<p>Connections with other GP teams On campus /individual training Reporting/data</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

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<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 											
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • 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 <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • PPP: O*Net activity as part of Pathways, Program, and Pedagogies workgroup course sequencing and pathway creation (Year 1) • See practice 1b for interviewing activity (Years 2-4) • Audit career opportunities by program, for all programs, similar to CTE program review process (labor market, etc.). (Year 5 for non-CTE) <p><i>Timeline for implementing next steps:</i> See above</p>								
<p>4. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed - Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Currently, many introductory courses (i.e. English, STEM-Jam & CTE courses) 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • PPP: The college has yet to determine next steps in this area. 								

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learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i>	X Not systematic Planning to scale Scaling in progress At scale	require competency building in critical thought. <ul style="list-style-type: none"> Courses that are cohort-specific with integrated or contextualized curriculum focus on active student engagement. Term, if <i>at scale</i> or <i>scaling</i> :	<ul style="list-style-type: none"> PPP: Enlist support of Professional Development and CTE Committees to develop standards to support this. PPP: Explore common SLOs, links between course and institutional LOs <i>Timeline for implementing next steps:</i> N/A
4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance X Connections with other GP teams X Regional training X On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i> Professional Development Support from Regional Coordinator, explore best practices from other colleges	<i>Challenge or barrier: (1,000 character)</i> <ul style="list-style-type: none"> In some areas, the extent to which students are required to think critically and are exposed to applied learning varies greatly by professor.
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.	<i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> 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 	<i>Next steps:</i> <ul style="list-style-type: none"> PPP: Encourage development of experiential assignments (Year 1-2) PS: Develop clear directory/database of opportunities (Year 2) Internships are formalized and service- learning process set up (handbook, referral, etc.) (Year 2-3) PS: Internship coordinator hired (Year 3) PPP/PS: Opportunities are strategically embedded in pathways in a manner that align

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		<p>no guarantee that every student will be exposed to these opportunities.</p> <ul style="list-style-type: none"> • <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>with SLO/PLO (Year 3-4)</p> <ul style="list-style-type: none"> • Connect work-based learning to portfolio building (Year 4) • Professional Developments for faculty to become aware of career opportunities linked to programs. • Evaluate current experiential learning programs on campus to assess for scalability <p>Timeline for implementing next steps: See above</p>
<p>4. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams XRegional training X On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Professional development regarding Experiential Learning</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • PPP: Improve /re-establish culture of accountability and assessment of effectiveness via program review process (Year 2) • PPP: Utilize ELumen to enable gathering, analyzing and planning for continuous improvement cycle (Year 3)

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		improvements in the curriculum. <ul style="list-style-type: none"> • ELumen launch in SP21 	
4. d. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • 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. <i>Term, if at scale or scaling:</i>	<i>Next steps:</i> <ul style="list-style-type: none"> • PPP: Intentionally design pathways/sequences so that they logically build Student Learning Outcome's upon one another to maximize career readiness (Years 2-3) • PPP: Explore ways to develop culture of inquiry and continuous improvement around Student Learning Outcome/Program Learning Outcome (Year 3) • PPP: Faculty work together to review outcomes, share information, gather best practices, look for common themes (Year 4) • Disaggregation of Student Learning Outcomes/Program Learning Outcome by race, etc. incorporated into continuous improvement (Year 5) <i>Timeline for implementing next steps:</i> See above

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>4. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • CCC offers Counseling 140: Job Search Strategies, embedded into two CTE programs • 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. <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • PPP: Explore broad-based implementation of New World of Work Curriculum (Year 2) • PPP: 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) • PPP: Where possible, embed industry standards in catalog descriptions (Year 5) <p><i>Timeline for implementing next steps:</i> See above</p>
<p>4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i> Professional Development regarding New World of Work</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> Conducted CCSSE in 2016 Established faculty evaluation process that includes evaluations from students Program review of non-instructional units include user surveys <i>Term, if at scale or scaling:</i>	<i>Next steps:</i> <ul style="list-style-type: none"> Administer CCSSE at regular intervals to gauge improvement over time. (Years 3- 5) Use CCSSE toolkits for focus groups to gather more qualitative data (Year 4) Use assessment results to inform strategic professional development (Year 5) <i>Timeline for implementing next steps:</i> See above
4. g. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character</i>	<i>Challenge or barrier: (1,000 character)</i>

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	<i>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.</i>

<p>In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)</p>	<p><i>Place an X next to one or more:</i></p> <p>X Student survey(s)</p> <p>Students serve on campus GP advisory committee(s)</p> <p>Student focus groups</p> <p>Other: Student Success Committee</p> <hr/> <p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>Guided Pathways has done some initial student engagement surveys related to COUNS130 courses and an initial application survey in Spring 2019. GP is looking to add students to the GP structure and incorporate more student voice and feedback. Additionally, GP has attended and presented at the campus wide student success committee.</p>
<p>COURSE ALIGNMENT</p>	<p><i>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.)</i></p> <ul style="list-style-type: none"> • PPP: Develop a Strategic Enrollment Management (SEM) Strategy that prioritizes developing a course schedule that meets our diverse student needs (Action Area 1.3.5) • Aligned courses with coding to match CSU/UC/DG to assist with educational planning; continued discussions regarding the need for a more responsive educational planning tool. • <hr/> <p><i>Course Alignment - Details: (1,000 character)</i></p> <p>Program maps and sequences have been developed so students (Counselors and other staff) are aware of course sequencing. COVID negatively impacted some sequencing for some CTE and STEM programs.</p>

Additional OPTIONAL questions:

Success Story	
<p>SUCCESS STORY</p>	<p>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.</p>

<i>Title:</i>
<i>Follow-up Contact Person(s):</i>
<i>Challenge: (1,000 character)</i>
<i>Success Story: (10,000 character)</i>
<i>Outcomes: (1,000 character)</i>
<p><i>Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:</i></p> <ul style="list-style-type: none"> Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU Decrease the average number of units accumulated by California Community College students earning associate degrees Increase the percent of exiting CTE students who report being employed in their field of study Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults