



**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 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 2021. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

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

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 2021.** 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>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”.</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>NG 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>Place an X next to one:</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> <p>Programs grouped, Meta majors created. Structure shared with partners, not on website yet.</p> <p><i>Term, if at scale or scaling:</i></p> <p>Planning to integrate into Panther Prep outreach materials in SU2021.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Add info to website, develop program mapper web pages.</p> <p><i>Timeline for implementing next steps:</i></p> <p>SP2021 - SU2021</p>								
<p>1. 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>Challenge or barrier: (1,000 character)</i></p> <p>Waiting on Program Maps to post both Meta Majors and maps together.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Working with IT and Concentric Sky to upload Program Mapper this year.</p>
Policy guidance	Connections with other GP teams										
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Other											

<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> Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> All college degree and certificate programs have been assigned to meta-major categories. Constituent groups have approved the meta-major assignments. Designs have been developed to assist meta-major groups in creating guides to prepare students for transfer or employment.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i> Faculty will collaborate across programs within each meta-major to create branding and broad, student-friendly descriptions.</p> <p>Descriptions, employment and transfer information, alumni profiles (where available), and program requirements will be posted in the “Program Mapper” software on the college website.</p> <p>Meta-major descriptions and program groupings will be introduced in the 21-22 Academic Catalog.</p> <p>Faculty will explore options for introducing experiential learning within each meta-major</p> <p><i>Timeline for implementing next steps:</i> 12 months</p>								
<p>1. 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>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>Challenge or barrier: (1,000 character)</i> Maintaining consistent faculty leadership within every meta-major.</p>	<p><i>Support Needed – Detail: (1,000 character)</i> Sharing experience and best practices with other districts who are at this stage or have recently completed their planning to scale.</p>
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Other											
<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> X Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> The College has purchased an interactive program mapping web pages from Concentric Sky that will provide transfer and career information pertaining to specific academic programs within meta-majors, including current salary range.</p>	<p><i>Next steps: (1,000 character)</i> Spring 2021, faculty meta-major co-leads plan to work with program faculty to create a structure for better communicating transfer and career specific opportunities within meta-major.</p>								

		Term, if <i>at scale</i> or <i>scaling</i> :	<i>Timeline for implementing next steps:</i> Spring 2021
<p>1. 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 Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Challenge or barrier: (1,000 character)</i> Challenges include maintaining accurate information on these web pages, and connecting web pages with meta-major faculty efforts and information, and Transfer and Career Center information. Since we are at the beginning of implementing this project, it remains to be seen how much can be accomplished before the faculty meta-major leads' special project agreements run out at the end of Spring Semester.</p>	<p><i>Support Needed – Detail: (1,000 character)</i> Additional guided pathways funds until the implementation can be fully integrated into the work of the College.</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 Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> The College has purchased the Bakersfield Program Mapping interactive website for program mapping from Concentric Sky. Faculty meta-major co-leads have mapped full and part-time maps for CSU pathways, local degrees, and certificate programs. Faculty co-leads have been supervised by area deans with an eye for scheduling representation.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i> UC program maps to be completed early Spring 2021 Semester. Senior leadership will work with Concentric Sky to ensure the templates are correctly filled out, the web site is launched, it is put in an ideal place on the College website, and the program maps organized under meta-major will then be used at Panther Prep Day to enroll incoming high school students, and by counselors when creating Ed Plans and enrolling new students.</p> <p><i>Timeline for implementing next steps:</i> Spring 2021</p>

<p>1. 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 Regional training On campus /individual training Technology Reporting/data Other</p>	<p><i>Challenge or barrier: (1,000 character)</i> A temporary lead person needs to be hired for the inputting phase of this project, and the College is already behind schedule. Faculty meta-major co-leads will need to be available for clarification on maps as they are inputted, so completing the task before summer break is vital. Once in place, maintaining the system may pose a challenge.</p>	<p><i>Support Needed – Detail: (1,000 character)</i> Recommendations from Chancellor’s office on best practices for maintaining program mapping information.</p>	
<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 Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i> All programs have the appropriate math course identified. Information has been provided to all counselors, it is part of the materials used at the high schools, and it is incorporated into the placement tool. In addition, a course at the AA/AS level that is equivalent to Intermediate Algebra is now offered for students planning CTE or local AA/AS degrees. This course is being incorporated into the program mapping tool.</p> <p><i>Term, if at scale or scaling:</i> Fall 2020</p>	<p><i>Next steps: (1,000 character)</i> Continue to publicize the new Associate Degree level math class to students in the appropriate program.</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p>
<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 Regional training On campus /individual training Technology Reporting/data Other</p>	<p><i>Challenge or barrier: (1,000 character)</i> None</p>	<p><i>Support Needed – Detail: (1,000 character)</i> Collect annual data confirming that students are enrolling in the math classes appropriate to their programs.</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>NG STUDENTS CHOOSE AND ENTER A PROGRAM MAY</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><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: (2,500 character)</i> Seeing a counselor and developing an Ed plan is required as two of the steps to success when enrolling. Some Hartnell dual enrollment students and some program maps encourage students to take Counseling courses that offer more information in these areas.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i> Once the program mapper interactive web pages from Concentric Sky are linked to our website, they will not only offer program maps, but California career information including estimated salaries, and program information organized in a user-friendly way within meta-majors. Counselors plan on using these web pages at Panther Prep Day where local high school students are enrolled and when meeting with new students. Students will be encouraged to pick a program within a meta-major, so that even if they decide to change majors later, it will be easier to do so without requiring as many additional courses.</p> <p><i>Timeline for implementing next steps:</i> Spring 2021</p>
<p>2. 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</p>		<p><i>Support Needed – Detail: (1,000 character)</i> On-campus (or zoom) speakers from CLP</p>	<p><i>Challenge or barrier: (1,000 character)</i> Culture change is expected to be a challenge because most of our students</p>

<p>Technology Other</p>	<p>Reporting/data</p>	<p>to help create the buy-in needed from all College employees and student leaders.</p>	<p>come in undecided and end up graduating as liberal arts majors because that program is the most flexible as far as fitting any given group of courses taken into a degree. The problem is that liberal arts and other exploratory options have no designated program faculty, and so students miss out on important networking and planning opportunities. The question is: even with the system in place, will there be buy-in from counselors and students to produce a shift in program choice.</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>Place an X next to one: Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> Academic support, through the Panther Learning Lab, continues to scale up tutoring, embedded tutoring and supplemental instruction for “gateway” courses. This includes collaboration with faculty to identify courses that need additional co-curricular support. In addition, continued equity-minded professional development and training for program staff, peer-tutors and supplemental instruction leaders</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: fall 2020</p>	<p><i>Next steps: (1,000 character)</i> Coordinate with Institutional Research to disaggregate academic support data to include ethnicity, gender and course-level success. With faculty, review data and identify courses that need additional co-curricular support.</p> <p><i>Timeline for implementing next steps:</i> 2021-22</p>
<p>2. b. 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> RP Group help with conducting research and dissemination.</p>	<p><i>Challenge or barrier: (1,000 character)</i> Covid is eliminating in-person support for those who are not as technologically challenged.</p>
<p>c. Special supports are provided to help academically underprepared students</p>	<p>Place an X next to one:</p>	<p><i>Progress to date: (2,500 character)</i></p>	<p><i>Next steps: (1,000 character)</i></p>

<p>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>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p>Corequisite support courses with interactive and innovative approaches are offered for Statistics, Precalculus, and Intermediate Algebra. In addition, embedded tutoring and SI leaders are also used in these classes. The corequisite support course is required for students in the lowest GPA tier (from the CCCC AB705 Guidance) and recommended for students in the middle tier.</p> <p>The number of students enrolling in Statistics has increased by 73% and there were almost 1000 additional students enrolled in Statistics in 2019-20 as compared to before. Success rates have declined slightly, but still the number of students completing transfer level math classes has still increased by over 70% as compared to prior years.</p> <p>We do not consider students to be academically underprepared. They are novice students who we assist to grow from novice to more advanced in their learning strategies at the same time as they gain expertise in the subject matter.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p>Continue to develop intervention strategies that target those students currently not succeeding in transfer level courses in their first attempt. Add more capacity for embedded tutors and SI Leaders.</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p>							
<p>2. c. 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> Both students and faculty need access to appropriate technology for success in gateway math classes. Students struggle if they don’t have adequate internet or access to computer technology, especially in online classes. Faculty need access to technology for creating accessible</p>	<p><i>Challenge or barrier: (1,000 character)</i> Sustainable funding for tutorial services. Funding for technology for math instructors. Adequate bandwidth and technology for students (particularly in rural areas of our district).</p>
Policy guidance	Connections with other GP teams									
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Other										

		<p>mathematics documents (MathType for example) and for communicating mathematics with students in the online environment.</p> <p>Tutorial services were stretched thin during Fall 2019 and although demand dropped off somewhat when classes had to move online, sufficient tutorial services will continue to be a struggle as we move back to face-to-face learning. Funding for tutorial services has been largely fueled by grants, but a sustainable form of funding is required.</p> <p>Support for data collection and analysis is needed in order to continue to measure the improvements in both enrollments and success. A particular challenge is longitudinal data collection for those students who aren't successful in their first attempt.</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. (Note: This practice was added to the SOAA in February 2019)</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The college uses an active online placement tool to assist students in enrolling in either ENG 1A (3 Units) or ENG 1Ax (4 units) based on student self-assessment of college level literacy abilities. ENG 1Ax offers additional instruction and time for students to complete college level work.</p> <p>English Dept. has aligned the reading strategies/writing/humanities location of the Panther Learning Lab with ENG 1A and ENG 1AX. Many sections of 1A/1Ax include</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue to gather data about disparate impact of placement into ENG 1A or ENG 1Ax for all student groups.</p> <p>Continue to gather data on persistence rates and completion rates to determine whether additional interventions and/or structural changes are needed.</p> <p>Assess the gathered data to determine whether adjustments need to be made in the guidance offered by the active online placement tool.</p>

		<p>embedded tutors or supplemental instruction through the Panther Lab to support students in either course.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2021</p>	<p><i>Timeline for implementing next steps:</i> Ongoing</p>
<p>2. 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 Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i> Professional development for English faculty to understand impact of recent program changes (e.g. adding ENG 1Ax option); adjustments in pedagogy to attend to both emotional and intellectual growth of readers/writers to be shared and assessed; needed focus on reading instruction professional development.</p>	<p><i>Challenge or barrier: (1,000 character)</i> Challenge of coordinating professional development among full- and part-time faculty.</p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon 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: (2,500 character)</i> The Panther Learning Lab offers co-curricular academic support for a wide range of courses and disciplines. In addition, to offering a summer and winter Math Academy designed to prepare students for their upcoming math course. Math Academy curriculum is designed by faculty to focus on content and study strategies. Math Academy also collaborates with the Salinas Valley Program, TRIO, EOP, Teacher Pathway Program and others to coordinate summer enrichment for incoming and continuing students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i> Panther Learning Lab will continue to offer Math Academy in collaboration with faculty and other support programs. Future plans include offering an evening math academy in addition to incorporating reading and writing in math workshops</p> <p><i>Timeline for implementing next steps:</i> Summer 2021, Winter 2022</p>
<p>2. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

<p>Policy guidance Regional training Technology Other</p>	<p>Connections with other GP teams On campus /individual training Reporting/data</p>	<p>Models for successful academic workshops.</p>	<p>Poorly prepared students who are most likely to benefit from academic workshops tend not to take advantage of this opportunity.</p>
<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>Place an X next to one: Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> Partnerships with schools to increase motivations and preparation for college coursework has increased by way of dual enrollment. There are formal agreements to offer college coursework at all comprehensive high schools in the service area. Semesterly partnership meetings with District/school level administrators, teachers, and staff enables communication of college coursework opportunities, requirements, expectations at earlier grade levels as well as college courses available to high school students at the traditional college site(s). Regular evaluation of course offerings, student success, and school partnerships allows for academic pathway development and improvement. Students have access to UC/CSU Transfer-level courses including, but not limited to, English 1A/1B, Math 25/24, History 17A/17B, Administration of Justice, Ethnic Studies, and Counseling courses in which students develop multi-year education plans with a college counselor that they can use to guide their postsecondary academic pathway.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i> Next steps include clearly identifying introductory courses within meta-majors that are appropriate for early college credit. Identifying these courses with help clarify the path for students. Streamlining the enrollment process, improving communication with families and community partners about the benefits of dual enrollment and early college exposure, as well as longitudinally measuring college-going patterns of dual enrollment participants and disaggregating data will all help with informing how we can help students stay on their academic path.</p> <p><i>Timeline for implementing next steps:</i> 020-21 academic year</p>
<p>2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

<p>Policy guidance</p> <p>Regional training</p> <p>Technology</p> <p>Other</p>	<p>Connections with other GP teams</p> <p>On campus /individual training</p> <p>Reporting/data</p>	<p>On-going training and faculty collaborations to assist with clarifying the path and creating more systematic pathway development with feeder school.</p> <p>Technology improvements to improve the enrollment process</p>	<p>Many local school districts, not just one to collaborate and coordinate with.</p>
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<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>NG 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: (2,500 character)</i> Evaluations team reviews student progress when students petition to graduate.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i> Work on developing the Degree Audit system in Colleague to be able to capture student's progress accurately.</p> <p>Once this system is implemented, evaluators will be able to monitor student progress towards completing program requirements.</p> <p><i>Timeline for implementing next steps:</i> 2021-22</p>								
<p>3. 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> Allocation of resource</p>	<p><i>Challenge or barrier: (1,000 character)</i> None</p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<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 X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> The degree audit system works and students have had access to this information for a year.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i> Scheduling office working on cleaning data to provide accurate information.</p> <p><i>Timeline for implementing next steps:</i> 2021 data clean up</p>								

<p>3. 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 Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i> Scheduling staff need to conduct data clean-up for course sections by catalog year. IT department will then sync in new information.</p>	<p><i>Challenge or barrier: (1,000 character)</i> Although system has been working, data needs to be accurate in order to clearly show program completion and progress.</p>
<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 X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> We were making good progress with Starfish early alert system. Now implementing a new software: SARS Early Alert to streamline wrap-around services. Currently using faculty referral and Early Support Program embedded model.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i> Implement new SARS Early Alert software that will allow faculty to raise flags, and support staff to triage students, refer, and follow-up.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>
<p>3. 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 Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i> Needed new software after Starfish was no longer an option. Will require us to retrain faculty/staff on new system, although it is user friendly.</p>	<p><i>Challenge or barrier: (1,000 character)</i> When the CCCO no longer supported Starfish, it because cost prohibitive for the college to maintain. We had to rethink our strategies. We have now purchased SARS Early Alert.</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 Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i> Hartnell nursing and allied health programs are impacted. Since 2012, a two-tier multi-criteria selection tool followed by a stratified random draw process has been used for registered nursing student admissions. A stratified random draw process has been used for vocational nursing and respiratory care applicants. Applicants who are not selected for the impacted academic programs receive a letter that includes a list of healthcare career options as well as specific courses that might</p>	<p><i>Next steps: (1,000 character)</i> Partnerships with regional and online agencies that offer allied health career options are expanding slowly. The plan is to increase the number of pathway partnerships and enrollment capacity in areas of need such as dental technician, diagnostic medical sonography, and behavioral health.</p>

		<p>improve their academic ranking in their field of choice. Applicants are encouraged to contact the nursing and allied health academic counselors and/or the dean for consultations and to attend online information sessions on academic programs offered at Hartnell and local colleges and universities. Within two weeks, a staff member telephones and/or emails the applicants and connects them to campus services when necessary.</p> <p>The CSin3 program is a collaborative program between CSU Monterey Bay and Hartnell College which provides a pathway and support structure for students to earn a bachelor's degree in computer science in three years. Students are provided with an abundance of resources including tutoring, cohort enrichment workshops, professional development workshops, priority registration, scholarship support, and much more! Recruitment and acceptance into CSin occur the fall of the prior year of start in the program. Students who are not accepted into the program can easily enroll in our Computer Science programs that include certificates, AD and ADT. They can transfer to universities, especially at our CSin3 partner CSUMB and be part of their C++ program (with support similar to CSin3) to graduate with a Bachelor in two years after transfer, or their regular CS program. <i>Non CSin3 students benefit from all academic and service support provided for STEM, including tutoring, workshops and internships.</i></p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Nursing 1972 & 2019</p>	<p>For Computer Science, we are developing more specialized certificates, such as for Cybersecurity, that can lead with just a few courses to a career in cybersecurity in high demand, or transfer. This also includes building related pathways starting at the high schools with articulation and alignments of the program, such as those implemented by "Lead the Way."</p> <p><i>Timeline for implementing next steps:</i> Computer Science Spring 2022</p>
<p>3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>	<p><i>Support Needed - Detail: (1,000 character)</i> None</p>	<p><i>Challenge or barrier: (1,000 character)</i> None</p>	

<p>Policy guidance Regional training Technology Other</p>	<p>Connections with other GP teams On campus /individual training Reporting/data</p>		
<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>Place an X next to one: Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> Schedule-building process is based on a review of student demand from previous terms. The district schedules courses that are needed for program completion, even in instances where required courses have low demand, for example 4th-semester capstones. Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i> Deans to develop 4-term course rotation in collaboration with faculty. Deans to follow the rotation in schedule-building for FA 22 and beyond. <i>Timeline for implementing next steps:</i> 8 months</p>
<p>3. e. Support Needed? Type of Support - place an X next to one or more: 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>Software to use predictive analytics for student demand for courses. Software to correlate Education Plans with term in which students will need particular courses.</p>	<p><i>Challenge or barrier: (1,000 character)</i> Current Info Systems do not correlate curriculum proposal, curriculum approval, program advising sheets, degree audits, schedule build, and registration. We have to rely on manual interface from one system to another at many points along this process.</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								
<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>LEARNING 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 X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> PLOs are aligned with educational and employment outcomes, but for most programs outside CTE and ADT the connection to transfer and employment is implied rather than direct.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i> Representation from the Guided Pathways Teams to arrange a meeting with the O&A Committee, to request how outcomes in all areas can be aligned with these efforts.</p> <p><i>Timeline for implementing next steps:</i> Spring 2021</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> None</p>	<p><i>Challenge or barrier: (1,000 character)</i> None</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 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></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: (2,500 character)</i> The Curriculum Committee reviews and approves Course Outlines of Record to evaluate courses and programs for their educational content and their appropriateness and value to students.</p>	<p><i>Next steps: (1,000 character)</i> Curriculum Committee will be invited to explore opportunities to incorporate more active and applied learning, problem-solving, and/or effective interpersonal communication into objectives for current and new programs.</p>								

		<p><i>Program content is based in part on Effective Practices for Educational Program Development, ASCCC paper, adopted Spring 2018.</i></p> <p><i>The Curriculum Committee advises that as courses and programs are developed and reviewed, objectives should include higher order thinking skills appropriate to the level of the course. Transfer level courses should have mostly higher order thinking skill verbs in describing objectives.</i></p> <p><i>The Outcomes and Assessment committee created a sub-committee with representation from curriculum, counseling, and O & A to review all GE courses and to crosswalk them with Core Competency (ISLO) Categories. The College's Core Competencies (there are six) identify the sets of knowledge, skills, and abilities that a student will have when completing their degree. These six competencies are also the GE outcomes. Since certain courses can align with more than one core competency an analysis was done by the sub-committee to ensure that there was</i></p> <p><i>Term, if at scale or scaling:</i></p>	<p>Representation from the Guided Pathways Teams to arrange a meeting with the O&A Committee, to request how outcomes in all areas can be aligned with these efforts. In addition, a review of maps should be conducted to ensure that the GE courses identified in the maps for any given program includes representation for all six Core Competencies.</p> <p><i>Timeline for implementing next steps:</i> 3 years</p>
<p>4. 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 On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Sharing experience and best practices with other districts who are at this stage or have recently completed their planning to scale.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Gathering consistent faculty input in evaluating programs within each meta-major.</p>

<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p>Place an X next to one: Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> District has aligned resources to attract numerous industry partners who offer internships in STEM, Allied Health, and CTE areas.</p> <p>Internships are provided for numerous cohorts (MESA, TRIO, Agriculture Ambassadors, WELI, MILE).</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i> Replicate the success in STEM and CTE areas in other disciplines.</p> <p>Encourage faculty to introduce more practical learning experiences within each meta-major, to include group projects outside of class, service learning, study abroad, other experiential learning or similar activities.</p> <p>Timeline for implementing next steps: 3 years</p>								
<p>4. c. 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> Sharing experience and best practices with other districts who are at this stage or have recently completed their planning to scale.</p>	<p><i>Challenge or barrier: (1,000 character)</i> Professional development to guide faculty in developing experiential learning within each meta-major.</p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<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>Place an X next to one: Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>All courses and programs have learning outcomes defined. Courses are assessed at least once during a three-year cycle followed by a comprehensive review and analysis of the program during the fourth year. The eLumen software platform is used for entering assessment data as well as generating reports that are used during the analysis process. Section data for each course is aggregated and shared with faculty during dedicated time for analysis and discussion. Course action plans are completed. Courses are mapped to program outcomes in eLumen and course</p>	<p><i>Next steps: (1,000 character)</i></p> <p>We were in year four of the assessment cycle, during which the comprehensive review of program outcomes occurs, when COVID hit. The O & A committee was able to complete the majority of activities planned for that year but some follow-up was cut-short due to shelter in place and the shift to online. The next four year cycle has begun. The O & A committee will continue to work on fine-tuning the process. The next comprehensive program outcome review will happen in the 2023 - 2024 year. As we work towards that, the O & A committee can examine how learning</p>								

		<p>level data is aggregated for the fourth year review and analysis.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>outcomes can be examined using a lens of Guided Pathways. A request for technical assistance may be made to the ASCCC Task Force for Guided Pathways.</i></p> <p><i>Timeline for implementing next steps: Request to ASCCC - Spring 2021 Next comprehensive program outcome review - 2023 - 2024 academic year.</i></p>
<p>4. 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 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>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><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: (2,500 character)</i></p> <p>Faculty conduct assessment using a 7-year timeline; the first three years focus on course level assessment with all courses in a program being assessed at least once. The fourth year is used for a focused look at the program level using data that has been captured in the previous three years. Data is used to determine if changes need to be made at either the course or program level. Once the fourth-year program level focus is complete, three more years of course assessment occurs. The 7-year framework was implemented in 2016 and faculty completed their program assessment in 2019 - 2020. Course level assessment is now being scheduled for the next three-year cycle.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Faculty have begun the next three-year cycle for assessing courses within their programs. Data will be entered in eLumen for the next three years and in 2023 - 2024 the next round of a focused program level outcome review will take place. Mapping within eLumen will continue in order to try and allow for data to be reported across various programs, focusing on major required courses for programs that are taught by other disciplines.</p> <p>Work with the college's IT department and the support staff at eLumen to determine what data elements can be pulled from Colleague into the eLumen system for disaggregation purposes.</p> <p><i>Timeline for implementing next steps:</i></p>

		In addition, the Outcomes and Assessment Committee is looking into the addition of data elements for the eLumen data load that will allow for the disaggregation of data to identify Term, if <i>at scale</i> or <i>scaling</i> : 2020	2021-2024
4. e. 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> Personnel support	<i>Challenge or barrier: (1,000 character)</i> A part-time support position was recently eliminated the reason given that funding was in question. This position was one of three individuals who worked together to lead assessment efforts on campus. The efforts and progress that has been made with this team resulted in the college receiving a Commendation on their site visit regarding assessment practices. It is hoped that the position will be brought back now that it has been determined that pending budget cuts will not be necessary.
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<i>Place an X next to one:</i> X Not occurring Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> Some individual courses, clubs, internships, and internship programs help students document experience in portfolios and the like, but there is no College-wide system or place for students to seek this kind of guidance. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i> There are no planned next steps. However faculty meta-major groups working on providing information and opportunities to their continuing and completing students may end up addressing this issue in at least some of the meta-majors as appropriate. <i>Timeline for implementing next steps:</i> N/A
4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i>		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>

Policy guidance Regional training Technology Other	Connections with other GP teams On campus /individual training Reporting/data	None	None
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> X Not occurring Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> In 2019, a full-day workshop was devoted to college employees looking at SENSE data. However, nothing systematic has been done since, nor has doing the process been linked directly to professional development creation. <i>Term, if at scale or scaling:</i>	<i>Next steps: (1,000 character)</i> No Next steps are planned for this time. <i>Timeline for implementing next steps:</i> N/A
4. g. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Regional training Technology Other	Connections with other GP teams On campus /individual training Reporting/data	<i>Support Needed – Detail: (1,000 character)</i> None at this time.	<i>Challenge or barrier: (1,000 character)</i> With Covid requiring both instructors and students who would not normally teach online to do so, most recent data will not be applicable to professional development needs when the majority of courses return to the College.

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:</p> <hr/> <p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>June 2018 through March 2020, students were involved in the guided pathways process. We regularly updated the Associated Students of Hartnell College at their meetings; we partnered with them to hold a poster and feedback session on designs for the entire College; and we recruited a diverse population of student team members and student Steering Committee members to help collaborate and to provide their important insight throughout the inquiry and design processes. Additionally, some of the teams--which were all made up of students, staff, administrators, faculty, and part-time faculty—conducted student surveys and student focus groups to reach out to a wider population.</p> <p>During the 2020-21 academic year, the College is focusing on implementation and integrating GP into the current College systems as much as possible. Due to Covid-19, students haven't been involved this academic year except for surveys; however, implementation is keeping true to the original designs that students helped to create.</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> <hr/> <p><i>Course Alignment - Details: (1,000 character)</i></p> <p>Faculty meta-major co-leads (one instructional faculty lead and one counseling faculty lead per meta-major) have facilitated College-wide program mapping of all degrees and certificates, beginning at Fall Convocation Flex Day. The great majority of programs have been able to produce a two-year full-time student map along with a part-time map. Deans have supervised the meta-major co-leads to ensure that maps are realistic in terms of College scheduling.</p>

Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.
Title:	
Follow-up Contact Person(s):	
Challenge: (1,000 character)	
Success Story: (10,000 character)	
Outcomes: (1,000 character)	
<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 	