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: **Oxnard College**   **Date: 11/25/19**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). *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 <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In <u>column three</u>, 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 <u>column four</u>, 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.

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Equity Considerations

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

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

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

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 *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". **Equity Considerations in Area 1:** ● Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? ● How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? ● How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?			
NG PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* - Created, finalized and vetted meta-majors - Begun mapping programs to meta-majors *Term, if at scale or scaling:* N/A	*Next steps: (1,000 character)* - Finalize mapping programs to meta-majors - Get student, staff and faculty input on maps *Timeline for implementing next steps:* -Finalize maps by spring 2020 -Vet through PG committees and students Spring & Fall 2020
1. a. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Challenge or barrier: (1,000 character)* Sharing of information and participation within general campus community.	*Support Needed – Detail: (1,000 character)* Informing all campus constituents of guided pathways pillars and OC implementation.
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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* -Many programs are well designed and prepare students to enter employment and further education; -Begun mapping possible carriers to programs offered at the college. - Begun mapping careers to meta-majors - Begun mapping careers to specific majors	*Next steps: (1,000 character)* -Continue the process to map possible careers to programs offered at the college - Continue mapping to meta-majors - Continue mapping to specific majors - create course sequences per program

			Timeline for implementing next steps: **-Continue mapping possible careers to programs offered at the college – Summer 2020** -Continue mapping to meta-majors **– Summer 2020** -Continue mapping to specific majors **– Summer 2020** -Create course sequences per program **– AY 20-21**
1. b. Support Needed? *Type of Support:* ☐ Policy guidance ☒ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Challenge or barrier: (1,000 character)* Creating consistency for students who attend sister-colleges while allowing each college to tailor their plan to their community	*Support Needed – Detail: (1,000 character)* - Connect with sister colleges regularly to share ideas - Training on campus to learn about program mapping/course sequencing
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Not Occurring yet; District is transitioning to new website, soon Informal discussions have occured. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps: (1,000 character)* Complete steps in 1A & 1B first *Timeline for implementing next steps:* Formalize discussion on how information will be provided by spring of 2021
1. c. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☒ Technology ☐ Reporting/data ☒ Other		*Challenge or barrier: (1,000 character)* College is implementing new website soon and we will need appropriate training for those entering and updating this information.	*Support Needed – Detail: (1,000 character)* We need to complete other steps before getting to this one.
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.	☐Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Informal discussions have taken place within the workgroup of how to approach implementation of course sequencing and mapping. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps: (1,000 character)* Complete steps in 1A & 1B first *Formalize approach and begin work on course sequencing and mapping within work group.* *Timeline for implementing next steps:* Possibly by Fall of 2021

1. d. Support Needed? *Type of Support:* ☐ Policy guidance ☒ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other	*Challenge or barrier: (1,000 character)* We need to complete other steps before working on this one	*Support Needed – Detail: (1,000 character)* N/A

e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Recently restructured math courses/sequence due to AB705 Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps: (1,000 character)* -Complete steps in 1A & 1B first -Once course sequencing is complete, appropriately align math courses to student's field of study *Timeline for implementing next steps:* Possibly Fall 2021
1. e. Support Needed? *Type of Support:* ☐ Policy guidance ☒ Connections with other GP teams ☒ Regional training ☐ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Challenge or barrier: (1,000 character)* -It would be helpful to learn how other institutions created their course sequences and the process in which they did it	*Support Needed – Detail: (1,000 character)* Guidance on best practices

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 2: ● Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? ● For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? ● Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?			
NG STUDENTS CHOOSE AND ENTER A PROGRAM VAY 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. n/	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* -Students do get assistance with career exploration & college options – not every new student -Ed plans are developed for students – not every new student -All high school seniors planning to attend Oxnard College, that attend an OC Friday, are given information on career options and develop a one year educational plan. -The College has established the 1st STEP (Success Through Entry Pathway)Center that serves all new students and provides career and college options and the opportunity to meet with a counselor to develop a one year educational plan -Career counselor provides presentations at all Personal Growth classes on career exploration however, not all students take these courses. Term, if *at scale* or *scaling:* N/A	*Next steps: (1,000 character)* -Develop a systematic approach for onboarding all students to go through a similar process -Explore possibility of utilizing MyPath as the tool to accomplish this task *Timeline for implementing next steps:* Begin discussion fall 2020 with goal to implement spring 2022
2. a. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☒ Technology ☐ Reporting/data ☒ Other		*Support Needed – Detail: (1,000 character)* Hands on product demo of MyPath for GP work group and possibly larger scale demo college-wide. DegreeWorks training.	*Challenge or barrier: (1,000 character)* N/A

b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for athe college's **major program areas**.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date: : (2,500 character)* -Developed multiple support courses in English and math and began implementation in Fall 2019 -Embedded tutors available in English support courses -Embedded tutors available in Statistics courses **Term, if** *at scale* **or** *scaling:* 2019-2020 is the first full year of support courses;	*Next steps: (1,000 character)* -Offer embedded tutors in all gateway, support math courses *Timeline for implementing next steps:* Fall 2021
2. b. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☐ Technology ☐ Reporting/data ☒ Other		*Support Needed – Detail: (1,000 character)* Consistent funding to pay for embedded tutors & tutor training	*Challenge or barrier: (1,000 character)* Ensuring adequate number of qualified tutors
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date: : (2,500 character)* -Math course sequence has been updated and implemented in Fall 2019 -Tutoring is available for all levels of math -Early alert software has been implemented and promoted college-wide **Term, if** *at scale* **or** *scaling:* Fall 2020	*Next steps:* -Continue to promote new math sequence to encourage students to complete transfer level math within first year -Launch new website and saturate website with information on student's right to self-placement *Timeline for implementing next steps:* Spring/Fall 2020
2. c. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☒ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* New website (already working with district & vendor)	*Challenge or barrier: (1,000 character)* Students taking advantage of services provided and faculty using early alert.
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)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date: : (2,500 character)* **-English course sequence has been updated and implemented in Fall 2019** **-Tutoring is available for all levels of English** **-Early alert software has been implemented and promoted college-wide**	*Next steps: (1,000 character)* **-Continue to promote new English sequence to encourage students to complete transfer level English within first year** **-Launch new website and saturate website with information on students right to self-placement**

		Term, if *at scale* or *scaling:* Fall 2020	*Timeline for implementing next steps:* Spring/Fall 2020
2. d. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☒ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* New website	*Challenge or barrier: (1,000 character)* Students taking advantage of services provided and faculty using early alert.
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: : (2,500 character)* -Face-to-Face tutoring is available for almost all subjects -Early alert software implemented & promoted to connect students to services *Term, if at scale or scaling:* N/A	*Next steps: (1,000 character)* -Define "intensive support" -Identify student needs and current gaps -Develop a plan to meet student needs *Timeline for implementing next steps:* Discussion to begin Spring 2020
2. e. Support Needed? *Type of Support:* ☐ Policy guidance ☒Connections with other GP teams ☒Regional training ☐ On campus /individual training ☐ Technology ☐ Reporting/data ☒ Other		*Support Needed – Detail: (1,000 character)* -To be identified once intensive support is defined -Explore what other colleges are doing	*Challenge or barrier: (1,000 character)* Consensus on a definition
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.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* -OC Fridays promotes the college and programs but not specific programs of study -Connections with feeder high schools have been established -Articulated coursework in place for many career education pathways -Dual enrollment courses are offered to HS students (Communication, ASL, Chicano Studies. In progress for EMT, CNIT and Auto Tech). *Term, if at scale or scaling:*	*Next steps: (1,000 character)* Complete steps 1A & 1B to increase tangible pathways to promote to high school students *Timeline for implementing next steps:* Fall 2020
2. f. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

☐ Regional training ☐ On campus /individual training	More outreach staff and OC Counselors at high schools	Consistent access to high school students
☐ Technology ☐ Reporting/data		
☒ Other		

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: ● How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? ● How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? ● How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? ● How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	☒ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Oxnard College does not use a case management process for programs that would allow for this. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps: (1,000 character)* Complete pathway essential practices 1 &2.. Explore case management options *Timeline for implementing next steps:* Begin discussion fall 2020
3. a. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☒ Technology ☐ Reporting/data ☒ Other		*Support Needed – Detail: (1,000 character)* Trained staff to know how to monitor progress and a caseload (ex: knowing to look for external transcripts, AP, articulated courses. etc.) and additional counselor assistants and counselors	*Challenge or barrier: (1,000 character)* Funding to begin and maintain the monitoring
b. Students can easily see how far they have come and what they need to do to complete their program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Students can track their progress through DegreeWorks however, external transcripts that have not been evaluated would not appear Term, if *at scale* or *scaling:* Fall 2019	*Next steps: (1,000 character)* Evaluating external transcripts and seeking a way for this to be reflected in DegreeWorks Provide training for students on how to access and use DegreeWorks *Timeline for implementing next steps:* Discussion began Fall 2019, follow up in Spring 2020. Student training to begin fall 2020.
3. b. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☒ Technology ☐ Reporting/data		*Support Needed – Detail: (1,000 character)* Technology to recognize external transcripts	*Challenge or barrier: (1,000 character)* Current technology may not have capacity

☒ Other			

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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* New software, StarFish, implemented this Fall 2019 allows faculty to flag students at risk of failing their courses Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps: (1,000 character)* -Continue to promote across the college -Train more faculty to use it -Create policies/interventions for students who fall off program plans/at-risk of failing -Continue to discuss case management system *Timeline for implementing next steps:* Continued promotion and training for starish will occur in spring/fall 2020 Discussion will begin for policy creation Fall 2020
3. c. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☒ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* Technology linked to student education plans to ensure registration of required courses Staff to follow up with students who do not register or withdraw/drop a course needed	*Challenge or barrier: (1,000 character)* No alert system in place to determine if a student actually registered for the courses recommended for their program within the education plan
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	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* **Occuring on a limited basis via one-on-one counseling sessions and workshops** **Not mapped to current meta majors since these are not finalized** Term, if *at scale* or *scaling:* N/A	*Next steps: (1,000 character)* **Complete pathway essential practices 1 & 2** *Timeline for implementing next steps:* Fall, 2020/ Spring 2021
3. d. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☒ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* Staff trained in career pathways and exploration Technology to support pathways and program maps (MyPath)	*Challenge or barrier: (1,000 character)* Finalizing program maps and pathways
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their	☐ Not occurring ☒ Not systematic	*Progress to date: (2,500 character)* Deans have started working with the interim VPAA on schedule development together to view	*Next steps: (1,000 character)* Complete course sequencing to identify key courses needed and when

lives around school from one term to the next, and can complete their programs in as short a time as possible.	☐ Planning to scale ☐ Scaling in progress ☐ At scale Term, if *at scale* or *scaling:* Click or tap here to enter text.	scheduling patterns and provide multiple options for students to complete key courses, including evening, weekend, and distance education courses	Assess student needs on hard to access courses *Timeline for implementing next steps:* Fall 2021
3. e. Support Needed? *Type of Support:* ☐ Policy guidance ☒ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☐ Technology ☐ Reporting/data ☒ Other		*Support Needed – Detail: (1,000 character)* Time to work on course sequencing and other steps in Essential Practices 1 & 2 Best Practices from other GP teams	*Challenge or barrier: (1,000 character)* Faculty availability

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Equity Considerations in Area 4: ● How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? ● As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? ● What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? ● Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?			
4.　ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* (2,500 character) -PLOs are aligned with requirements for success but employment outcomes are not identified for all programs; some programs aligned with industry certifications Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* (1,000 character) Address essential practices 1 & 2 *Timeline for implementing next steps:* Spring 2022
4. a. Support Needed?　*Type of Support:* ☐ Policy guidance　☐ Connections with other GP teams ☐ Regional training　☒ On campus /individual training ☐ Technology　☐ Reporting/data ☐ Other		*Support Needed – Detail:* (1,000 character) -Further training and guidance on the link between majors and career outcomes	*Challenge or barrier:* (1,000 character) N/A
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date:* (2,500 character) -All of our instructional programs engage our students in active and applied learning Term, if *at scale* or *scaling:* Fall 2019	*Next steps:* (1,000 character) Continued program review Continued review and incorporation into all SLO's *Timeline for implementing next steps:* Annually, ongoing
4. b. Support Needed?　*Type of Support:* ☐ Policy guidance　☐ Connections with other GP teams ☐ Regional training　☐ On campus /individual training		*Support Needed – Detail:* (1,000 character) N/A	*Challenge or barrier:* (1,000 character) N/A

☐ Technology ☐ Reporting/data ☐ Other				
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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Internships are available but not "ample opportunity" Online job board provides students with job opportunities and access to informational interviews Some programs offer service learning Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Outline existing opportunities *Timeline for implementing next steps:* Spring/Fall 2020	

4. c. Support Needed? *Type of Support:*

☐ Policy guidance ☒ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* Best Practices from other GP teams on experiential learning opportunities	*Challenge or barrier: (1,000 character)* privacy laws and guidelines for particular industries (health/engineering/counseling/education)

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.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date: (2,500 character)* This is done through our SLOs and is already at scale Term, if *at scale* or *scaling:* Fall 2019, ongoing	*Next steps: (1,000 character)* Continue to review programs annually ne for implementing next steps:

4. d. Support Needed? *Type of Support:*

☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* N/A	*Challenge or barrier: (1,000 character)* N/A

e. Results of learning outcomes assessments are used to improve teaching and learning through program	☐ Not occurring ☐ Not systematic ☐ Planning to scale	*Progress to date: (2,500 character)* This is done through annual and multi-year program reviews which are at scale now	*Next steps: (1,000 character)* Continue to review programs annually

review, professional development, and other intentional campus efforts.	☐ Scaling in progress ☒ At scale	*Term, if at scale or scaling:* Fall 2019, ongoing	*Timeline for implementing next steps:* Annually
4. e. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* N/A	*Challenge or barrier: (1,000 character)* N/A
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Students have access to free portfolium(?) service *Term, if at scale or scaling:* NA	*Next steps: (1,000 character)* -verify continued access to portfolium for students/staff -Promote more heavily -Provide training to faculty to incorporate into their curriculum *Timeline for implementing next steps:* Spring 2022
4. f. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* Training for faculty/student support staff on portfolium	*Challenge or barrier: (1,000 character)* Student buy-in, awareness, and use platform
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☒ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Not Occurring *Term, if at scale or scaling:* NA	*Next steps: (1,000 character)* Investigate use of CCSSE or SENSE implement essential practices 1,2, & 3 in order to understand what needs to be assessed *Timeline for implementing next steps:* -Spring 2021
4. g. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☒ Technology ☐ Reporting/data		*Support Needed – Detail: (1,000 character)* Demo/training on CCSSE and/or SENSE	*Challenge or barrier: (1,000 character)* N/A

☐ Other		

Additional REQUIRED questions:

Student Engagement and Support		
STUDENT ENGAGEMENT	*Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.*	
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	☒ Student survey(s) ☒ Students serve on campus GP advisory committee(s) ☐ Student focus groups ☐ Other: *Click or tap here to enter text.*	
	Engagement Efforts - Details: (1,000 character) **Student survey is being developed and will be implemented spring 2020** **Student serves on GP task force, plan to increase number and diversity of student voices**	
COURSE ALIGNMENT	*How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)*	
	Course Alignment - Details: (1,000 character) Have to complete steps 1A & 1B first	

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: Click or tap here to enter text.

Follow-up Contact Person(s): Click or tap here to enter text.

Challenge: (1,000 character)

Click or tap here to enter text.

Success Story: (10,000 character)

Click or tap here to enter text.

Outcomes: (1,000 character)

Click or tap here to enter text.

Vision for Success Goals - Please select the goals that apply to this success story.

☐ 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