

**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019

Institution Name: Rio Hondo

Date: November 22, 2019

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). 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 spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

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

A new addition to the SOAA in fall 2018: 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.

The SOAA was recently 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 initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

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? The college website needs updating for access and content. • 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.)? The college website may be translated to other languages. We ensure that all video is closed caption and contact information to college personnel is readily available. • 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? The website offers earning potential and employment demand information for some programs, but not across all degrees and certificates. 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Areas of Interest (Meta majors) have been identified. Programs within each areas of interest are identified. • Marketing Plan in development Spring 2020 <p>Term, if at scale or scaling:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Website development and dissemination of marketing materials • College application to include choice of Area of Interest <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2020
<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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • CTE areas such as Nursing, Business, and Auto provide clear program guides. • Initiated development of success team model at the Student Success Team 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Implement phase 1 of student success team. • Identify completion team strategy. • Finalize area of Interest information to

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
	<input type="checkbox"/> At scale	summit on 10/24/19. Term, if <i>at scale</i> or <i>scaling</i> :	include employment opportunities, job outlook, salary. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> Spring/Fall 2020
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> Detailed information is available on the website for CTE programs using LMI and ONET. Drafts of program maps are ready for website upload (12/9/19) The website update began with the CTE Divisions during the summer 2019. Information includes local 4-year institutions that have programs in specific majors and provide links to CSUs and UCs on division pages. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> Use the template from CTE for all programs on the website. Evaluate MyPath data and consideration of other platforms. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> Winter/Spring 2020
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.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> Mapping of core courses and GE placeholders/options for degrees DRAFTS complete as of 12/9/2019 CTE webpage templates in initial stages. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> Initial structures for Areas of Interest via the website to build off CTE templates Ed Plan work group via the Counseling Division establishing student services milestones to flag in ed plans. Development of institutional and program milestones. Website update for Areas of Interest with sample ed plans

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
			<ul style="list-style-type: none"> Decide whether to use local or transfer requirements for maps <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring/Fall 2020.
<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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> AB705 has been fully implemented and aligned with Areas of Interest <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <i>Evaluation and improvement plan for AB705 implementation</i> <p><i>Timeline for implementing next steps:</i> Spring/Summer 2020.</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 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? <i>Although RHC Equity-funded programs, measure the success and needs of disproportionately impacted students in programs across campus, we do not directly attribute or associate programs to careers with the exception of some CTE programs and the Early College Academy.</i> 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? The college has implemented a first and second year Promise Grant to support full time student enrollment. Discussions have begun with the GP Implementation Team. For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? <i>No, program-level “gateway” courses have not yet been identified; although some programs have been able to include such data in the Program Plan and Review processes as they discuss Tableau reports highlighting course data.</i> What strategies has the college used to improve overall student success in these courses? <i>No strategies have been formally discussed, but a few programs have identified the need to scale up Gateway Tutoring. In addition the college has implemented a Writing Resource Center and a Statistics tutoring lab based on the need to support students in these two areas.</i> 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? <i>RHC partners to provide Counseling 105 courses and workshops at the local high schools, but intentional career exploration plans are not formally developed.</i> Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? <i>No, although concurrent enrollment is available at over 10 local high schools focusing on career pipeline and path alignments with some of the following programs: Child Development, Automotive, Engineering, Hospitality, Kinesiology, Psychology, Administrative of Justice, Graphic Design, Business, Art, Music, American Sign Language, and Spanish, it is not a targeted strategy for basic-skill students, other than optional Summer Bridge or Spring Board that occurs after high school graduation.</i> Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? <i>No discussions have begun yet on how to link Basic Skills to other college programs, but the College has engaged with local high schools and held a K-16 Basic Skills Summit in 2017.</i> 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Survey of areas of interest in Avance program with First Year Seminar courses All RHC students must develop an abbreviated educational plan upon enrollment, which includes selecting a major/program of study. Many first-time students complete comprehensive educational plans in Counseling 101, 105, 151, Puente, or are in EOPS, CARE, MESA, Pathway to Law, Guardian Scholars, or Honors. Student ed plans include their math 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> The college will identify and implement one software for creating and tracking student ed plans. Establish Milestones/Career Exploration workgroup to finalize selection of career exploration tool. <p><i>Timeline for implementing next steps:</i> Begin discussions by Spring 2020</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
		and English courses in the first year Term, if <i>at scale</i> or <i>scaling</i> : Fall 2019	
b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas .	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> Only a few RHC programs, such as MESA and Nursing, identify gateway courses. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> GP Steering Committee to be charged with identifying gateway courses for the majors Spring 2020 will offer additional supplemental instruction opportunities. Evaluation and improvement plan for AB705 implementation <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> Fall 2019-Spring/Summer 2020.
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> All entry level transfer math classes have corequisite sections for the lowest GPA band. Math is a gateway course for successful completion of most programs. Corequisite math courses are being implemented along with a small supplemental instruction pilot for courses with no corequisite. The corequisite math curriculum includes study skills, error analysis, reading strategies and affective domain readings and discussions. Comprehensive tutoring available: 1 on 1 in the LAC, roaming tutors in the MSC, Statistics Tutoring 	<i>Next steps:</i> <ul style="list-style-type: none"> Evaluation and improvement plan for AB705 implementation via ongoing Professional Learning Communities Tutoring and Faculty Office tours for math students to help students access resources and meet tutors and instructional aids. Sections with co-requisites will go to the MSC as a class to participate in a study skills workshop the first week The MSC staff will also visit off-sites to inform students of MSC services <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> Fall 2019-Spring/Summer 2020

Commented [CD1]: I would argue that both math and English are gateway courses for students pursuing ADTs or transfer more generally

Commented [LG2R1]: For now we are planning this for the spring for math classes. We can evaluate how it goes and suggest for other courses.

Commented [CD3]: What other strategies are being implemented in the classroom to facilitate successful completion? Is it all tutoring, which is external to the classroom?

Commented [LG4R3]: The corequisite curriculum includes study skills, error analysis, reading strategies and affective domain reading and discussions. It was our first time through so we will be fine tuning and sharing out things that worked well with students in our PLC. I will add the curriculum piece to progress to date.

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
		Term, if <i>at scale</i> or <i>scaling</i> :	
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Corequisite English courses are being implemented along with a small supplemental instruction pilot for courses with no corequisite. English 101 classes with co-requisites use Gateway (embedded) tutors to support instruction in and out of the classroom Comprehensive tutoring available: 1 on 1 in the WRC, roaming tutors in the WRC. 10 sections of transfer level math and English have supplemental instruction. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Evaluation and improvement plan for AB705 implementation Monthly strategy and reflection Professional Learning Community meetings for English faculty. Sections with co-requisites will go to the WRC (Writers Resource Center) as a class to participate in a study skills workshop the first week <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2019-Spring/Summer 2020
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Corequisite math and English courses are being implemented along with a small supplemental instruction pilot for courses with no corequisite. Students have access to drop-in tutoring and specialized instructional support workshops in the Writers’ Resource Center, Math and Science Center, and LAC, although not systematic. Our Early Alert System allows faculty to identify students who need intervention and additional referrals 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Evaluation and improvement plan for AB705 implementation Arrange for student testimonials about the benefits of tutoring services and how it works while demystifying the service. Posting testimonials on website and social media. Use student ambassadors to introduce tutoring services alongside the faculty <p><i>Timeline for implementing next steps:</i> 2019-2020</p>

Commented [CD5]: What other strategies are being implemented in the classroom to facilitate successful completion? How are these strategies shared among faculty? What evidence can be offered in support of classroom instructional techniques that facilitate completion.

Commented [LG6R5]: AB 705 committee feedback, info from English

Commented [CD7]: What specific classroom strategies will be implemented to support these students in the classroom? It would seem that different approaches in the classroom may be necessary to assist students who are “poorly” prepared.

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
		Term, if <i>at scale</i> or <i>scaling</i> :	
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.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • Summer Bridge provides about 400 entering first time student with preparation for college-level course work in math and English. • RHC Outreach Office and First Year Success Center staff and counselors work diligently with high schools/feeders to motivate and educate students on all programs in a systematic way through Counseling 105 courses, Fast Pass program, Avance, and Student Success Workshops. • Dual enrollment offered on high school campuses resulted in DE numbers doubling in last year • Annual counselor breakfast for surrounding high school counselors to provide updates on academic programs and matriculation procedures • K16 faculty inquiry groups in Math and English have been established to improve instructional alignment between K12 and CCs and CSU • Entrepreneur Camp Rio (high school) and Camp Rio (middle schools) occur to message our 	<i>Next steps:</i> Increase adult ed community partnerships and create stackable noncredit certificates that prepare and lead students to credit courses Timeline for implementing next steps: Fall & Spring 2020. <i>Timeline for implementing next steps:</i>

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>programs for potential students</p> <ul style="list-style-type: none"> • Articulation of high school courses as pathways to CTE • The RISE program supports formerly incarcerated students in transitioning to Rio Hondo • Rio Hondo College Adult Education Block Grant supports students who transition from adult education programs to credit programs • RHC Continuing and Contract Education Department has worked diligently with elementary and middle school districts to create partnerships and establish noncredit courses to motivate and educate adults on all college programs. Counseling orientations and follow-up services have been vital in informing adult students of the educational opportunities available to them. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</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 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? Both counseling and instructional faculty have opportunities to engage in professional development linked to these areas. • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? Support programs such as MESA, Puente, CalWorks,... have strong recruitment and retention efforts. Instructional programs have limited capacity to engage in these activities. • How does the college integrate academic and student support services into pathways so that the support is unavoidable and the refore less stigmatized? This is not a scaled activity, however, some faculty have required participation in instructional support services as part of their coursework. • 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? The college has developed comprehensive services to support students with financial needs such as permanent food pantry, CARE , CalWorks, Guardian Scholars, and Go Rio. In addition, the college provides access to CalFresh and Jovenes Inc. (a transitional foster care provider) on campus. 			
<p>3. KEEPING 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><input type="checkbox"/> Not occurring Not systematic</p> <p>X<input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • A Student Success Team workgroup under the GP Steering Committee has been established. • Advisors within EOP&S, CALWORKS, TRIO, and MESA regularly monitor student progress. • Advisors identify students once they have earned a certain number of units (typically 45 or more) and contact them to let them know they are close to completion. • In some academic programs, nursing, police academy and fire academy student progress is closely monitored by respective faculty. • Tableau dashboard has been developed and is being refined by IRP to identify students who are near completion. • Student ed plans include their math and 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • SST Phase One Implementation scheduled for Fall 2020 • Roadrunner Connect (Early Alert System) will help once we have our degree planner fully implemented. It will allow for reports to be run on a continuous basis to analyze our students progress. • The Guided Pathways Steering Committee will develop program and institutional milestones which may be used by advisors to monitor student progress. • Develop the infrastructure to produce automated student progress reports. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2020

		English courses in the first year Term, if <i>at scale</i> or <i>scaling</i> :	
b. Students can easily see how far they have come and what they need to do to complete their program.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • Currently, with Degreeworks, students can look at a what-if scenario • Admissions and Records has implemented a front-end transcript evaluation policy. • Students in certain specialized programs, such as Nursing, MESA, Public Safety, Veterans, CalWORKS, TRIO, and EOP&S, have a clear picture of their progress due to cohorting or intrusive counseling Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> • Since our current planning tools are limited, the College is compiling a list of needs for evaluators and counselors and students related to degree audit and educational planning; an exploration of new software is underway to address these needs <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • Spring/Fall 2020
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.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • This occurs in specialized programs (ie those listed above), but is being planned for all student groups via our Student Success Team efforts • Students only receive end of semester probation alerts. Students that fall under the 2.0 mark are put on Probation. • Support programs like EOP&S, CalWorks, and MESA monitor students and provide supports for student success. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> • Develop the infrastructure to produce automated student progress reports. • Student Success Team Phase I implementation <i>Timeline for implementing next steps:</i> <i>Spring/Fall 2020</i>

<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><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Our limited-access programs have been identified as Nursing, Automotive, Fire, and Police. • Alternate programs have been and are being designed so that more related options are available within the same AOs <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Marketing alternate options within the Areas of Interest so that students are aware • Student Success Team Phase I implementation <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring/Fall 2020
<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><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • We have initiated changes to the scheduling process in efforts to streamline and evaluate course offerings to meet student needs. • We have moved up registration dates to allow students to register before leaving for summer or winter break. • College is evaluating the need for additional courses offered online and at the college off-site centers. • An Enrollment Management cross-functional subgroup has been established and an EM plan is being vetted • A new section in our catalog lists a set of courses and when they are offered within the academic year <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • The deans will review scheduling to ensure that courses are offered during various times of the day and week and online, both on campus and at the educational centers • The college is developing a 2-year schedule production/plan. • Evaluation of scheduling patterns for capstone courses. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Winter/Spring 2020

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? <i>This is a program and/or faculty specific activity and not scaled throughout all programs and services.</i> • 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)? <i>The college has offered professional development activities via the college Equity efforts to support pedagogical changes and increased student success.</i> • 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)? <i>The college has offered professional development via Equity efforts such as guest speakers and annual Equity Summit.</i> • 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? <i>Learning Outcome data is evaluated by faculty during the college program review process.</i> 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Program learning outcomes for CTE programs (ie, nursing, Automotive (B.A. degree), police academy, and fire academy) are directly linked to further education and employment. In these programs, outcomes are set by accrediting agencies and/or advisory boards • All academic programs with transfer degrees are aligned with the requirements for successful transfer. • Our course level outcomes are linked to program and institutional level outcomes. • Course level outcomes 6-year assessment cycle timelines are included in program plans Fall 2019. <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Mapping program level outcomes to institutional outcomes. • Integrate the learning outcome cycle to the curriculum cycle. • Improve course and program level dialogue among program faculty • Reflect and review action steps from dialogue to improve student learning and achievement at the course and program level • Ensure that action steps to improve student learning and achievement are linked to program plans and reviews. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2020.

Commented [CD8]: I'm not sure how these next steps line up with teh intent of the item.

Commented [LG9R8]: Alyson wanted to include this, not sure if it fits better someplace, or at all in this doc

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>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>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • CTE programs in the area of health sciences, technology, CIT, and business engage students in active learning and applied learning. • On Course professional development in Project Based Learning for faculty offered on ongoing basis • Pre-Statistics, transfer-level math with corequisite and Math for Elementary teachers incorporate group work, class activities and discussions. • The English Division has purchased and is using interactive furniture to facilitate collaborative and active learning <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Professional development across all programs • AB 705 implementation evaluation • Equity theme for professional development and Spring FLEX 2020 • Conduct a campus inventory to identify faculty and programs which employ these strategies <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2020 – Spring 2021
<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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Annual study abroad opportunities. • Internships, clinical placements, service learning etc. primarily occur based on individual program needs/mandates i.e. nursing, child development, yoga, fitness, dance and coaching certificates, and apprenticeship programs. • In some cases individual faculty have implemented these types of opportunities for students within their area of expertise. For example, Physics professor, Chris Vaca, has launched the UCLA Rio Hondo College Scientific 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Professional development plan to include more service learning and experiential learning opportunities. • Reach out to faculty for a more comprehensive list of what is currently offered. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2020 – Spring 2021

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
		Exchange Program which selects 6 students each year to conduct novel research in biophysics and chemistry with UCLA faculty <ul style="list-style-type: none"> • Project based learning PD from last summer, broad participation Term, if <i>at scale</i> or <i>scaling</i> :	
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.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • All programs have learning outcomes in TaskStream and an assessment cycle. • Course level outcomes are required on all course syllabi • Full and part-time faculty are contractually obligated to assess learning outcomes Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> • Making course level outcomes and assessment protocols easily accessible for new and ongoing faculty. • Continual improvement of outcomes assessment. • Faculty training on use of Canvas tools, including the mastery gradebook, to assess learning outcomes. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • Spring/Fall 2020
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • New “Closing the Loop” activity for each course assessed the learning outcomes as part of our annual program plan/review process. First iteration occurred at Fall Flex Day 2019. • Outcome data analysis and efforts towards improvement aligned with the college planning process. 	<i>Next steps:</i> <ul style="list-style-type: none"> • Faculty training on use of Canvas tools, including the mastery gradebook, to assess learning outcomes. • Outcomes guide for new faculty, introduction to outcomes process and requirements • Improve course and program level

Commented [CD12]: I believe this is in process with Alyson and the Faculty Resource Center

Commented [CD10]: This happened this year; however the quality needs to be improved

Commented [LG11R10]: I moved it over to progress to date and put next steps as improving data analysis and dialogue, copied from part a.

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
		<ul style="list-style-type: none"> Ongoing face-to-face outcomes training, resources available on the Faculty Resource Center on Canvas, and updated information on the Outcomes page on the college website. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>data analysis and dialogue among program faculty</p> <ul style="list-style-type: none"> Reflect and review action steps from dialogue to improve student learning and achievement at the course and program level <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring/Fall 2020
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Faculty work with students on a case by case basis. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Not planned at this time. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none">
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> The college participated in the SENSE survey for the first time during the Fall 2018 term. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> The results of the survey will be shared with the campus and used to develop recommendations for improving the student experience and next steps in the Guided Pathways effort. <p><i>Timeline for implementing next steps:</i></p>