



**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: Rio Hondo College

Date: 1/7/2021

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 of study</u>

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>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Areas of Interest (Meta-majors) have been established and marketed in our new Pathways and Career Coach websites.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • <i>Begin dialogue and implementation of marketing strategy.</i> • <i>Internal and external marketing of new Pathways and Career Coach website and documents.</i> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • <i>Develop Spring 2021, roll out Summer/Fall 2021</i> 								
<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><i>Support Needed – Detail: (1,000 character)</i></p>
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<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>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></p> <ul style="list-style-type: none"> • Areas such as Nursing, Business, Journalism and Auto Tech provide clear employment paths and career workshops • Major flyers developed for each program with employment paths identified. • Career Coach on website has career paths identified for each program <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Implement area of Interest information sessions. • Finalize area of Interest mapping to include institutional milestones and program milestones. • Inventory high demand programs and see what career pipelines they have in place to build on and extend to other programs. Compare high demand programs vs high labor market demand. • Tie job preparation steps and transfer steps to program milestones • Faculty across all disciplines highlight why students are in their class, show connection to career paths. (Inventory what is faculty are already doing to share and scale up). • Explore career development position/role in Student Success Teams and integrate faculty knowledge • Student Success Teams to scale up employment paths and career workshops to all AOs. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • <u>Spring/Fall 2021</u> 								
<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></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
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<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p>Place an X next to one: Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> College website has a customized version of Career Coach mapping careers by Area of Interest and for individual degrees/certificates. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <ul style="list-style-type: none"> Fall 2020 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Continually update the website and career maps <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Ongoing 								
<p>1. 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>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
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<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>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><i>All degrees and certificates have clearly mapped out course sequencing on our new Pathways website.</i></p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Development of institutional and program milestones and integration into the website, documents, SST interventions. Incorporate the new Ethnic Studies requirement into the sample ed plans/maps Need to update/improve general college website (not Pathways) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring/Fall <u>2021</u>. 								

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<p>1. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<p>e. Required math courses are appropriately aligned with the student’s field of study <i>(Note: This essential practice was moved from Area 2)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Math department has developed a Stats pathway, STEM and B-STEM pathways, and developed Math 150 Survey of Math for transfer math for Liberal Arts.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Approve the pathway math courses as recommended course in educational maps on the website. • Continued promotion of Math 150 to students and counselors <p><i>Timeline for implementing next steps:</i> Winter/Spring 2021</p>
<p>1. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Students are not signing up for our Math 150: Survey of Math class designed for Arts and Communications and Languages students.</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>What do other colleges do to promote this type of course?</i></p>

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> 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, Avance, Puente, or are in EOPS, CARE, MESA, Pathway to Law, Guardian Scholars, or Honors. Complete revamp of Get Started “Apply Now and Next Steps” pages on the website with program and career exploration built into the first step Pathways/Career Coach on Rio website is being marketed to outreach partners (high schools) Undecided Area of Interest Student Success Team helps students transition to an academic AOI 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> The college needs a tracking mechanism to identify students without comprehensive educational plans. The college needs a tracking mechanism to ensure milestone checkpoints for all students and validate programs of study and career exploration options. Summer Bridge 2021 will be aligned by Area of Interest to connect with Success Teams and area faculty Explore First Year Seminar courses as 1 unit or non-credit for each Area of Interest NEED streamlined way for students/counselors to change a student’s major <p><i>Timeline for implementing next steps: Begin discussions by Fall 2021</i></p>

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		<ul style="list-style-type: none"> New Student Success Data dashboard can filter lists of students by comprehensive ed plan completion <p>Term, if <i>at scale</i> or <i>scaling</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 X Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> The college needs a tracking mechanism to identify students without comprehensive educational plans. 	<p><i>Challenge or barrier: (1,000 character)</i> Access to data, outdated data systems, forms.</p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Only a few RHC programs, such as MESA and Nursing, identify gateway courses.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> SSTs will identify gateway courses and interventions. <p><i>Timeline for implementing next steps: Spring 2021</i></p>
<p>2. 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></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> Corequisite model implemented for math based on guided placement 	<p><i>Next steps: (1,000 character)</i></p> <p><i>Supplemental Instruction pilot for math.</i></p>

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their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i>	X Planning to scale Scaling in progress At scale	<ul style="list-style-type: none"> Math has identified gateway courses and began implementation of Supplemental Instruction and Gateway Tutoring. Students referred to math tutoring available in the MSC, LAC <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Monthly strategy and reflection meetings for math faculty.</i></p> <p><i>Timeline for implementing next steps:</i></p>
2. c. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
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>	<i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Corequisite English courses have been implemented along with a supplemental instruction pilot for courses with no corequisite. Gateway tutors available for English classes Writer’s Resource Center and LAC support students English faculty have designed outcomes assessment projects with IRP <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <p><i>Continuous evaluation of student success and outcomes data</i></p> <p><i>Timeline for implementing next steps:</i></p>
2. d. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>

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Regional training On campus /individual training Technology Reporting/data Other			
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	Place an X next to one: Not occurring Not systematic X Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> • Corequisite math and English courses offered for our lowest GPA band of entering students • TRIOPASS, MESA/TRIO/SSSTEM, and Puente programs support underprepared students with advising, mentoring and instructional support. • Summer Bridge provides about 400 entering first time student with preparation for college-level course work in math and English. • Some courses have Supplemental Instruction or Gateway (embedded) Tutors. • Students have access to drop-in zoom tutoring, writing center and math lab, and the barrier of enrolling in the course has been removed. <i>Term, if at scale or scaling:</i>	<i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> • English faculty designed a tutor training course in preparation for new transfer level curriculum. • New SARS Early Alert System will connect faculty reports to interventions from Student Success Teams and other campus resources <i>Timeline for implementing next steps:</i>
2. 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		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>

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Other			
<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:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p>Progress to date: (2,500 character)</p> <ul style="list-style-type: none"> 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, Summer Bridge, Avance, and Student Success Workshops. RHC Outreach have communicated placement rules to high school partners Pathways website sample ed plans all start with college level work for AD-T degrees. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>Next steps: (1,000 character)</p> <p>The College plans to use Student Success Teams to identify students not served by any other onboarding program to ensure that every student gets personal attention and motivation to enroll in a program (especially those not straight out of high school).</p> <p>Timeline for implementing next steps:</p>
<p>2. f. 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>Support Needed – Detail: (1,000 character)</p>	<p>Challenge or barrier: (1,000 character)</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>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><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> <ul style="list-style-type: none"> • Student Success Teams (SSTs) have been formed for each Area of Interest to serve students that are not advised by special programs. Phase I of SSTs includes Counselors, Classified Staff, 10 new Success Coaches and each Area Dean. The focus for Fall 2020 – Spring 2021 is to guide and support students who are close to finishing their degree/certificate. • Lead Counselors for each SST are developing Finish Your Path! Canvas shells for each Area of Interest. Information modules and steps towards graduation are tailored for each AOI. • Students are placed in the Finish Your Path AOI Canvas shell once they have earned 45 units (or other criteria) and are supported and monitored by their SST in 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Faculty role developed and incorporated into SSTs for Phase 2 Summer/Fall 2021 • The Guided Pathways Steering Committee will develop program and institutional milestones which may be used by advisors to monitor student progress. • Development of milestones to monitor. • Student Focus Groups led by the RP Group Fall 2021 <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2021

		<p>completing their degree/certificate.</p> <ul style="list-style-type: none"> • Unfortunately, we do not have a system to monitor all students. SARS??? • Advisors within EOP&S, CALWORKs, and MESA regularly monitor student progress. • In some programs – athletics, nursing, police academy and fire academy - student progress is closely monitored by respective counselors and faculty. <p>Term, if <i>at scale</i> or <i>scaling</i>:</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><input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i> Affordable system to monitor students who fall off track.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
<input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><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: (2,500 character)</i></p> <ul style="list-style-type: none"> • Currently, with Degreeworks, students can look at a what-if scenario. Unfortunately, this only works effectively if our student have only attended Rio Hondo College. These scenarios can be very confusing to our students. • Students are not well informed of the degree audit process. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Recommend that the college support GP technology needs as it relates to data and tracking student progress.</i></p> <p><i>Timeline for implementing next steps: Spring 2021</i></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> IT</p>	<p><i>Challenge or barrier: (1,000 character)</i></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></p> <ul style="list-style-type: none"> • Student 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. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Acquire SARS Early Alert • Train faculty in SARS Early Alert via professional development/regular information. • Develop early intervention strategies. <p><i>Timeline for implementing next steps: Spring 2021</i></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></p>	<p><i>Challenge or barrier: (1,000 character)</i></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 x Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Our limited-access programs are nursing, Automotive, Fire, and Police. • Faculty work with students who are identified as program failures and offer alternative 	<p><i>Next steps: (1,000 character)</i> Student Success Teams where limited access programs are housed will counsel students who more viable programs if not accepted</p> <p><i>Timeline for implementing next steps:</i></p>

		<p>fields of study in the health field.</p> <ul style="list-style-type: none"> • There is limited advising related to alternative opportunities for students before they apply or admitted to limited access programs. • In other areas/disciplines students must seek out assistance from a counselor. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i> What are other colleges doing in this regard?</p>	<p><i>Challenge or barrier: (1,000 character)</i></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><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>x Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</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 are working toward moving registration dates and 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. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Evaluate evening courses offerings. • 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> 2021</p>

		Term, if <i>at scale</i> or <i>scaling</i> :	
3. 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		Support Needed – Detail: (1,000 character)	Challenge or barrier: (1,000 character)

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
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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.

Place an X next to one:

- Not occurring
- x Not systematic
- Planning to scale
- Scaling in progress
- At scale

Progress to date: (2,500 character)

- Program learning outcomes for 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.
- Program level outcomes are reviewed during the Program Review process on a six-year cycle.
- All program-level outcomes are mapped to course-level outcomes and course are mapped to the ILOs.

Next steps: (1,000 character)

- Increase Advisory Boards engagement for their respective areas.
 - Continue the integration of the program-level outcome cycle into the curriculum cycle.
 - Fully integrate outcomes cycle into the planning cycle.
- Timeline for implementing next steps:*
- Fall 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
		<ul style="list-style-type: none"> Course and program learning outcomes cycles have been developed and approved. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>4. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>b. 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></p> <ul style="list-style-type: none"> CTE programs in the area of health sciences, technology, and business and engage students in active learning and applied learning. In other programs these practices are not systematic. More recently, math and English curriculum introduced active and applied learning techniques. Developed outcomes templates and support materials for outcomes creation that recommends higher level thinking and Bloom’s taxonomy. Conducted workshops to support faculty in developing outcomes utilizing Bloom’s taxonomy. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Professional development across all programs Revise course-level outcomes under review in AY 2020-2021. Revise program-level outcomes under review in Fall 2020. Continue weekly workshops on outcomes and move away from “how-to” basics to deeper conversations about student engagement. Community of Practice for Engaging Students on Zoom Lead discipline based sessions on Engaging students online <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> AY 2020-2021

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								
		<ul style="list-style-type: none"> Engaging Students via Zoom On Course Training for 40 faculty, January 2021. Flex Day breakout session and ongoing follow up sessions hosted by faculty. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>									
<p>4. 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>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<p>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><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>x Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> Internships, study abroad, clinical placements, etc primarily occur based on individual program needs/mandates I.e. nursing, child development, and apprenticeship programs. Also, in some cases individual faculty have implemented these types of opportunities for students within their area of expertise. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>On hold due to COVID-19</i></p> <p><i>Timeline for implementing next steps:</i></p>								
<p>4. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>											

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
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>	<i>Challenge or barrier: (1,000 character)</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.	<i>Place an X next to one:</i> Not occurring Not systematic x Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> • Program level outcomes are assessed during the Program Review cycle. • Course-level outcomes are evaluated during the close-the-loop dialog process. • Program learning outcomes have been developed and mapped to courses. • When new degrees and certificates are developed in curriculum, it is recommended that new outcomes also be crafted. • This is program/faculty specific and not across all programs and services. <i>Term, if at scale or scaling:</i>	<i>Next steps: (1,000 character)</i> <i>Next steps:</i> <ul style="list-style-type: none"> • Investigate the possibility of creating a PHP form to support assessment reporting. • Establish and utilize Outcomes rubrics within Canvas at the course level. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • Fall 2021
4. d. 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>	<i>Challenge or barrier: (1,000 character)</i>
e. Results of learning outcomes assessments are used to improve teaching and learning through program	<i>Place an X next to one:</i> Not occurring	<i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> • Results of learning outcome assessments are evaluated by 	<i>Next steps: (1,000 character)</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
review, professional development, and other intentional campus efforts.	x Not systematic Planning to scale Scaling in progress At scale	faculty in their respective disciplines in the annual Program Review process. <ul style="list-style-type: none"> Outcome data analysis and efforts towards improvement are aligning with the college planning process with integrated assessment cycles. Term, if at scale or scaling:	<ul style="list-style-type: none"> Create business process and best practices for outcomes work on campus. Develop an Outcomes rubric to be utilized by Outcomes Committee members during Program Review. Continue to educate faculty and outcomes committee members about the importance of the Program Review process. Expand professional development projects to demonstrate the value of outcomes to improve teaching. Link PD workshops to Pillar Four. Timeline for implementing next steps: <ul style="list-style-type: none"> Fall 2021 Timeline for implementing next steps:
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> <i>Challenge or barrier: (1,000 character)</i>	
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> Not occurring x Not systematic	<i>Progress to date:</i> <ul style="list-style-type: none"> Faculty work with students on a case-by-case basis. 	<i>Next steps:</i> <ul style="list-style-type: none"> Identify how each AOI will help students document their learning.

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
	Planning to scale Scaling in progress At scale	Term, if <i>at scale</i> or <i>scaling</i> :	<ul style="list-style-type: none"> • Create a list of which courses within a program directly support a student's evidence of learning. (e.g. DANC 152: Product: Creation of audition solo for transfer. AUTO 567: Earning of 21st Century Badges for LinkedIn portfolio.) • Create a list of faculty members working outside of course assignments and projects to help students document their learning • Communicate to students how each AOI will support their portfolio needs. Timeline for implementing next steps: <ul style="list-style-type: none"> • Spring 2022
4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Progress to date:</i> Term, if <i>at scale</i> or <i>scaling</i> :
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress	<i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> • The college participated in the SENSE survey for the first time during the Fall 2018 term. 	<i>Next steps: (1,000 character)</i> SOVA? <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
	At scale	Term, if <i>at scale</i> or <i>scaling</i> :	
4. g. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		Support Needed – Detail: (1,000 character	Challenge or barrier: (1,000 character) Unfilled positions, HR short staffed, slow hiring due to this

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>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<i>Place an X next to one or more:</i> Student survey(s) <input checked="" type="checkbox"/> Students serve on campus GP advisory committee(s) Student focus groups Other: <i>Engagement Efforts - Details: (1,000 character)</i> Student representatives serve on the Guided Pathways Steering Committee, the Website Workgroup, SSSP and other workgroups. We plan to have the RP group conduct student focus groups in the Fall of 2021 to get feedback on our onboarding revamp and Student Success Teams.

COURSE ALIGNMENT	<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><i>Course Alignment - Details: (1,000 character)</i></p> <p>Current conversations about enrollment during pandemic. Adding late start classes based on student needs, 2nd half of semester courses especially for general education courses.</p> <p>Master schedule conversation, Deans dedicated to scheduling classes to maximize options for students especially with high unit classes that overlap multiple course offerings. Priority for academic affairs.</p> <p>SSTs Advising students to start with classes with large time blocks and schedule around that.</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)	
Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:	

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