

**Plese 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:** 12/10/2021

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</u> of study

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

Equity Considerations

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

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

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2022.** For more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <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><i>Equity Considerations in Area 1:</i></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? 				
1. MAPPING PATHWAYS TO STUDENT END GOALS <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. (Note: This practice was added to the SOAA in February 2019)</p>	<i>Place an X next to one:</i> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> X Scaling in progress <input type="checkbox"/> At scale	<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>All sample ed plans on the Pathways site show the path of a full-time student and promote full-time enrollment.</p> <p>Student survey conducted in the Fall of 2021 for first-time students to measure student awareness and use of the Pathways and Career Coach sites.</p> <p>Video that explains Areas of Interest for high school and community outreach.</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"> • Internal and external marketing of new Pathways and Career Coach website and documents. • Plans to broaden marketing to adult re-entry students are underway as of Fall 2021 as part of our enrollment management strategy. • Ensure institutional commitment for Pathways and Career Coach website maintenance and curriculum updates. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2022 • Ongoing 	<p><i>Offices/Roles:</i></p> <ul style="list-style-type: none"> • Web developer (CTE) • Marketing & Communications • Institutional Research & Planning • Information Technology Services
1. a. Support Needed? Type of Support - place an X next to one or more: <input type="checkbox"/> Policy guidance <input type="checkbox"/> Connections with other GP teams		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed - Detail: (1,000 character)</i></p>	

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Regional training Technology Other	On campus /individual training Reporting/data	<ul style="list-style-type: none"> Ensure institutional commitment for Pathways and Career Coach website maintenance and curriculum updates. 	<i>Commitment to staffing needs for regular maintenance and accuracy of the Pathways and Career Coach websites and marketing.</i>	
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.	<i>Place an X next to one:</i> Not occurring Not systematic <input checked="" type="checkbox"/> Planning to scale Scaling in progress At scale	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> The College is part of the CA REACH Collaborative. The College has identified three pathways to develop or strengthen that align with the recommendations of our Educational Master Plan (EMP): Health Information Technology, Appraiser Assistants (Real Estate), and Logistics. REACH Collaborative data deck for employment outlooks complements data from our EMP. Programs such as Nursing, Business, Journalism, Fire Tech, Public Safety, 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 New Fermentation Biotechnology course prepares students for careers in Brewing Technology. 	<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. 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. (Academic Faculty Leads from our Student Success Teams to inventory what faculty are already doing related to career discussions to share and scale up). Integrate career information with faculty and librarian roles to create lib guides for access on the college website Request for Job Developers can be added to Academic Division program plans Student Success Teams to scale up employment paths and career workshops to all AOIs. Create more videos/marketing for career paths Ongoing participation in the CA REACH Collaborative. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <u>Spring/Fall 2021</u> 	<p><i>Offices/Roles:</i></p> <ul style="list-style-type: none"> REACH Collaborative representatives Academic faculty Librarians Job developers Student Success Teams Success Coaches Academic Faculty Liaisons SST Lead Counselors Marketing & Communications

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		<ul style="list-style-type: none"> • Videos created for some areas on that highlight programs/careers/earning potential. • The updated Educational Master Plan (pg 41) inventoried high demand industries/careers in the college's service area • Career Discussion in Canvas shared in the Guided Pathways module of the Faculty Resource Center • The Los Angeles County Assessor's Office has partnered with RHC to create a job-training program aimed at funneling students into good paying county jobs. The noncredit Appraiser Assistant Training Program at Rio Hondo College is tuition-free and will help the Office backfill the 30 some openings. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>		
1. b. Support Needed? Type of Support - place an X next to one or more: Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		Challenge or barrier: (1,000 character)	Support Needed – Detail: (1,000 character) More Job Developer roles on campus	

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c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	<i>Place an X next to one:</i> <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: (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. Programs with direct career opportunities or promotions provide clear information on certification on the website (Public Safety, CTE, Nursing) Transfer Center and Student Success Teams help connect students to further education opportunities <p><i>Term, if at scale or 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 Pathways website and career maps Integrate career information with faculty and librarian roles to create lib guides for access on the college website <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Ongoing 	Offices/Roles: <ul style="list-style-type: none"> Web developer (CTE) Transfer Center Student Success Teams Academic faculty Librarians GP Tri-chairs
1. c. Support Needed? Type of Support - place an X next to one or more: <input type="checkbox"/> Policy guidance <input type="checkbox"/> Regional training <input type="checkbox"/> Technology <input type="checkbox"/> Other	<input type="checkbox"/> Connections with other GP teams <input type="checkbox"/> On campus /individual training <input type="checkbox"/> Reporting/data	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>	
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.	<i>Place an X next to one:</i> <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><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>The sample ed plans have pull down menus that show the paths to UC, CSU, or local general education requirements.</p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <i>Development of institutional and program milestones and integration into the website, documents, SST interventions.</i> Incorporate the new Ethnic Studies requirement into the sample ed plans/maps 	Offices/Roles: <ul style="list-style-type: none"> Web developer (CTE) GP Tri-Chairs Articulation Officer Student Success Teams Guided Pathways Steering Committee

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		Term, if <i>at scale or scaling</i> :	<ul style="list-style-type: none"> 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 2021. 	
1. d. Support Needed? Type of Support - place an X next to one or more: Policy guidance <input checked="" type="checkbox"/> Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		Challenge or barrier: (1,000 character)	Support Needed – Detail: (1,000 character)	
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>)	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i> (2,500 character)</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. Pathway math courses were approved by each Area of Interest in Spring 2021 and added to the sample ed plans on the Pathways website Summer 2021. FIN101 and PSY190 are contextualized quantitative reasoning courses at transfer level. Term, if <i>at scale or scaling</i> :	<p><i>Next steps:</i> (1,000 character)</p> <ul style="list-style-type: none"> Continued promotion of Math 150:Survey of Math to students and counselors <p><i>Timeline for implementing next steps:</i></p> Winter/Spring 2021	<i>Offices/Roles:</i> <ul style="list-style-type: none"> Math faculty Finance faculty Psychology faculty

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1. e. Support Needed? Type of Support - place an X next to one or more: Policy guidance <input checked="" type="checkbox"/> Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Challenge or barrier: (1,000 character)</i> <i>Students are not signing up for our Math 150: Survey of Math class designed for Arts and Communications and Languages students.</i>	<i>Support Needed - Detail: (1,000 character)</i> <i>What do other colleges do to promote this type of course?</i>	

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<p><i>Equity Considerations in Area 2:</i></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? 				
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY <ol style="list-style-type: none"> 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. 	<i>Place an X next to one:</i> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> X Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date: (2,500 character)</i> <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 	<i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> • The college needs a tracking mechanism to ensure milestone checkpoints for all students and validate programs of study and career exploration options. • 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 – creation of a dynamic change of major form <p><i>Timeline for implementing next steps:</i> <i>Begin discussions by Fall 2021</i></p>	<i>Offices/Roles:</i> <ul style="list-style-type: none"> • Counseling • Support programs (EOP&S, CalWORKs, MESA, etc.) • Summer Bridge • Student Success Teams • Institutional Research & Planning • Outreach & Educational Partnerships • Information Technology Services • GP Tri-chairs

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		<ul style="list-style-type: none"> • Summer Bridge and a summer Counseling 151 course provided an introduction to Guided Pathways with career exploration and verification of program of study as part of a capstone project for approximately 150 students remotely on Zoom. • New Student Success Data dashboard can filter lists of students by comprehensive ed plan completion. • Student Success Teams have done outreach to students without comprehensive ed plans to help them create their ed plans. Fall 2021 <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2021</p>		
2. a. Support Needed? Type of Support - place an X next to one or more: <input type="checkbox"/> Policy guidance <input type="checkbox"/> Regional training <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Other	Connections with other GP teams On campus /individual training Reporting/data	Support Needed – Detail: (1,000 character)	Challenge or barrier: (1,000 character) Access to data, outdated data systems, forms.	

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b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas .	<i>Place an X next to one:</i> Not occurring <input checked="" type="checkbox"/> Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date:</i> (2,500 character) Only a few RHC programs, such as MESA and Nursing, identify gateway courses. <i>Term, if at scale or scaling:</i>	<i>Next steps:</i> (1,000 character) <ul style="list-style-type: none"> SSTs will identify gateway courses and interventions. GPSC will set guidelines and provide support for SSTs in identifying gateway courses and interventions. <i>Timeline for implementing next steps:</i> Spring 2021	<i>Offices/Roles:</i> <ul style="list-style-type: none"> MESA and Nursing Student Success Teams Guided Pathways Steering Committee
2. b. Support Needed? Type of Support - place an X next to one or more: Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail:</i> (1,000 character)	<i>Challenge or barrier:</i> (1,000 character)	
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale <input checked="" type="checkbox"/> Scaling in progress At scale	<i>Progress to date:</i> (2,500 character) <ul style="list-style-type: none"> Corequisite model implemented for math based on guided placement Math has identified gateway courses and began implementation of Supplemental Instruction and Gateway Tutoring. Students referred to math tutoring available in the MSC, LAC MSC tutoring is by question-by-question basis (roaming tutoring) [check to see if drop-in zoom rooms keep same format] 	<i>Next steps:</i> (1,000 character) <i>Supplemental Instruction for math (need update).</i> <i>Clarifying/integrating information for students about types of support in LAC vs MSC</i> <i>Cohesive plan for support centers to get on the same page for outreach/marketing</i> <i>Script for tutoring referrals (faculty role), outreach by tutoring centers</i> <i>Warm hand-off for students to a person in the tutoring center as opposed to the center</i>	<i>Offices/Roles:</i> <ul style="list-style-type: none"> Math faculty Math & Science Center Learning Assistance Center GP Tri-chairs Academic faculty Foundational Skills & Instructional Support Committee

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		<ul style="list-style-type: none"> LAC provides hour long 1-on-1 tutoring session <p>Term, if <i>at scale or scaling</i>:</p>	<i>Timeline for implementing next steps:</i>	
2. c. Support Needed? Type of Support - place an X next to one or more: 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)	
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> <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 If the only Next Steps consist of monitoring, wouldn't this one be At Scale?	<i>Progress to date:</i> <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 or scaling</i>:</p>	<i>Next steps:</i> <i>Continuous evaluation of student success and outcomes data for corequisite courses and English 101</i> <i>Timeline for implementing next steps:</i>	<i>Offices/Roles:</i> <ul style="list-style-type: none"> English faculty Writers' Resource Center Learning Assistance Center
2. d. Support Needed? Type of Support - place an X next to one or more: 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)	

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<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <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 150 (less than 400 last year due to COVID) 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. <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>English faculty designed a tutor training course in preparation for new transfer level curriculum.</i> <i>Implement SARS Early Alert System to connect faculty reports to interventions from Student Success Teams and other campus resources</i> <i>Supplemental Instruction and/or Gateway Tutoring for math</i> <i>Clarifying/integrating information for students about types of support in LAC vs MSC</i> <p><i>Timeline for implementing next steps:</i></p>	<p><i>Offices/Roles:</i></p> <ul style="list-style-type: none"> Support programs (EOP&S, CalWORKs, MESA, etc.) Math faculty English faculty Summer Bridge Math & Science Center Learning Assistance Center Counseling Information Technology Services GP Tri-chairs Foundational Skills & Instructional Support Committee
<p>2. e. Support Needed? Type of Support - place an X next to one or more:</p> <p>Policy guidance</p> <p>Regional training</p> <p>Technology</p> <p>Other</p>	<p>Connections with other GP teams</p> <p>On campus /individual training</p> <p>Reporting/data</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>	

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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.	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale <input checked="" type="checkbox"/> Scaling in progress At scale	<i>Progress to date:</i> (2,500 character) <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. Summer programs and Adopt a Middle School (add) <i>Term, if at scale or scaling:</i>	<i>Next steps:</i> (1,000 character) <p><i>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).</i></p> <p>Build upon initial discussions for a bridge from noncredit to credit advising for students.</p> <p><i>Timeline for implementing next steps:</i></p>	<i>Offices/Roles:</i> <ul style="list-style-type: none"> Student Success and Dream Center Counseling Outreach & Educational Partnerships Summer Bridge Academic divisions Student Success Teams
2. f. Support Needed? Type of Support - place an X next to one or more:	Policy guidance <input checked="" type="checkbox"/> Connections with other GP teams Regional training <input checked="" type="checkbox"/> On campus /individual training Technology <input checked="" type="checkbox"/> Reporting/data Other	<i>Support Needed – Detail:</i> (1,000 character)	<i>Challenge or barrier:</i> (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	
<p><i>Equity Considerations in Area 3:</i></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? Success Coaches for AOI Success Teams are peers with similar major. Success Team Counselors. 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? Success Teams 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? Emergency grants, RIOSource, Food pantry, CalFresh support and medical 				<p><i>Offices/Roles:</i></p> <ul style="list-style-type: none"> Student Success Teams SST success coaches SST counselors Student Life
<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</p> <p>Not systematic</p> <p>Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> Advisors within special programs such as EOP&S, CALWORKs, Foster Youth, Veterans and MESA regularly monitor student progress. In some programs – athletics, nursing, EMT, police academy and fire academy - student progress is closely monitored by respective counselors and faculty. Student Success Teams (SSTs) have been formed for each Area of Interest to serve students that are not advised by special programs. Phase 2 of SSTs includes Counselors, Classified Staff, Academic Faculty Leads, and Success Coaches and each Area Dean. The focus for Fall 2021 was outreach to new students with 0-15 units and also 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Student Success Teams are developing program milestones and capstone courses which may be used by advisors to monitor student progress. Plaid Analytics has been brought on to support the RHCCD in developing and expanding the institution's data warehousing, data pipeline, data visualization, and strategic analytics capacity. This project will be conducted across 7 functional areas: Financial Aid, Annual Program Planning and Program Review, Cohort Tracking, Strategic Planning, Teaching and Learning, and High DFW Rates. Within each area, Plaid will be conducting research on existing data architecture and visualizations, conducting stakeholder discovery workshops, improving the data pipeline, improving and/or developing Tableau visualizations, and importantly, transferring knowledge and skills to relevant stakeholders 	<p><i>Offices/Roles:</i></p> <ul style="list-style-type: none"> Counselors Academic faculty Support programs (EOP&S, CalWORKs, MESA, etc.) Student Success Teams Institutional Research & Planning Information Technology Services

		<ul style="list-style-type: none"> students who were close to completion with 45+ units. Lead Counselors for each SST have developed Finish Your Path! Canvas shells for each Area of Interest. Resource modules and steps towards graduation are tailored for each AOI. Students are automatically enrolled in the Finish the Path! Canvas shell based on their declared major in Banner. Unfortunately, we do not have the technology to monitor all students individually. DegreeWorks tracks progress along student ed plans for students who have completed all coursework at RHC. <p>Term, if <i>at scale or scaling</i>:</p>	throughout the project process through formal and informal training <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> Spring 2021 								
3. a. Support Needed? Type of Support - place an X next to one or more: <table> <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											
b. Students can easily see how far they have come and what they need to do to complete their program.	<p>Place an X next to one:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Not occurring Not systematic Planning to scale Scaling in progress At scale 	<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 students have only attended Rio Hondo College. These scenarios can be very confusing to our students. 	<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> <ul style="list-style-type: none"> Plaid Analytics has been brought on to support the RHCCD in developing and expanding the institution's data 	<p><i>Office/Roles:</i></p> <ul style="list-style-type: none"> Admissions & Records Counseling Institutional Research & Planning Information Technology Services 							

		<ul style="list-style-type: none"> Students are not well informed of the degree audit process. <p>Term, if <i>at scale or scaling</i>:</p>	<p>warehousing, data pipeline, data visualization, and strategic analytics capacity. This project will be conducted across 7 functional areas: Financial Aid, Annual Program Planning and Program Review, Cohort Tracking, Strategic Planning, Teaching and Learning, and High DFW Rates. Within each area, Plaid will be conducting research on existing data architecture and visualizations, conducting stakeholder discovery workshops, improving the data pipeline, improving and/or developing Tableau visualizations, and importantly, transferring knowledge and skills to relevant stakeholders throughout the project process through formal and informal training</p> <ul style="list-style-type: none"> Improve transcript review process for students to include outside coursework in their DegreeWorks tracking of ed plans. This would take considerably more staffing than is currently available in A&R. 	
3. b. Support Needed? Type of Support - place an X next to one or more:	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> IT	<i>Challenge or barrier: (1,000 character)</i>
c. Advisors and students are alerted when students are at risk of falling off their	<i>Place an X next to one:</i>	<i>Progress to date: (2,500 character)</i>	<i>Next steps: (1,000 character)</i>	<i>Offices/Roles:</i>

<p>program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p>Not occurring <input checked="" type="checkbox"/> Not systematic Planning to scale Scaling in progress At scale</p>	<ul style="list-style-type: none"> 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. In some programs – athletics, nursing, police academy and fire academy - student progress is closely monitored by respective counselors and faculty. Acquired SARS Early Alert 	<ul style="list-style-type: none"> SARS Early Alert flags, kudos, and processes under development Investigate how to maximize our capabilities in using DegreeWorks to track students. Are there alerts in place in DegreeWorks? 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>	<ul style="list-style-type: none"> Support programs (EOP&S, CalWORKs, MESA, etc.) Counseling Academic faculty FLEX/Staff Development Admissions & Records Information Technology Services
<p>3. c. Support Needed? Type of Support - place an X next to one or more:</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 <input checked="" type="checkbox"/> Not systematic Planning to scale Scaling in progress</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 not accepted or not 	<p><i>Next steps: (1,000 character)</i></p> <p>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><i>Offices/Roles:</i></p> <ul style="list-style-type: none"> Student Success Teams Academic faculty Counselors

	At scale	<p>successful in nursing and offer alternative 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>		
3. d. Support Needed?	Type of Support - place an X next to one or more:	<p><i>Support Needed – Detail: (1,000 character)</i> What are other colleges doing in this regard?</p>	<i>Challenge or barrier: (1,000 character)</i>	
Policy guidance Regional training Technology Other	<input checked="" type="checkbox"/> Connections with other GP teams <input type="checkbox"/> On campus /individual training <input type="checkbox"/> Reporting/data			<i>Offices/Roles:</i> <ul style="list-style-type: none"> • VPAA • Instructional Operations • Success Coaches • Enrollment Management Taskforce

		<ul style="list-style-type: none"> Uncertainty during the pandemic has made scheduling difficult. Enrollment is way down. 40% of classes scheduled on campus for Spring 2022. <p>Term, if <i>at scale or scaling</i>:</p>	<i>Timeline for implementing next steps:</i> 2022	
3. e. Support Needed? Type of Support - place an X next to one or more:	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>

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		
<i>Equity Considerations in Area 4:</i>					
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.	<i>Place an X next to one:</i> <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: (2,500 character)</i> <ul style="list-style-type: none"> Program learning outcomes for health science programs (RN, LVN, CNA, HHA), Child Development Center, Automotive (B.A. degree, Honda PACT, Tesla), police academy, EMT, and fire academy are directly linked to further education and employment. In 	<i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> <i>Participation in REACH Collaborative for Adult students will identify 2-3 career pathways and stackable credentials for noncredit and/or credit students SPRING 2022</i> 	<i>Offices/Roles:</i> <ul style="list-style-type: none"> Academic faculty Outcomes Committee REACH Collaborative representatives CTE Advisory Boards Program Review Committee

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>these programs, outcomes are set by accrediting agencies.</p> <ul style="list-style-type: none"> • 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. • Course and program learning outcomes cycles have been developed and approved. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<ul style="list-style-type: none"> • <i>Increase Advisory Boards engagement for their respective areas.</i> • <i>Continue the integration of the program-level outcome cycle into the curriculum cycle.</i> • <i>Fully integrate outcomes cycle into the planning cycle.</i> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2022. 	
4. a. Support Needed? Type of Support - place an X next to one or more: 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>	
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to the SOAA in February 2019)	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"> • 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 	<i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> • Professional development across all programs • Revise course-level outcomes under review in AY 2022-2022. • Revise program-level outcomes under review in Fall 2022 • Continue weekly workshops on outcomes and move away from “how-to” basics to deeper conversations about student engagement. 	<i>Offices/Roles:</i> <ul style="list-style-type: none"> • Academic faculty • FLEX/Staff Development • Outcomes Committee/Coordinator

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>applied learning techniques and incorporate affective domain readings, discussions, and class activities</p> <ul style="list-style-type: none"> • 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. • Engaging Students via Zoom On Course Training • A regularly updated and marketed "Integrated Professional Development calendar" includes both campus based and external workshops and trainings. Examples include college sponsored workshops on topics such as "Utilizing Best Practices to Engage Students in Online Courses" and external opportunities such as the Chancellor's Office webinar series on becoming "Anti-racist, Student Ready Institutions." • Outcomes coordinator conducted workshops on Equity in Assessment that included active 	<ul style="list-style-type: none"> • 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"> • 2022 	

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>learning, scaffolding, equitable assessment tools</p> <ul style="list-style-type: none"> • A spring 2022 FLEX Keynote with over 300 participants was offered on the topic “Stronger than Before: Resilience & Joy in Teaching During Covid & Beyond” that continued with the year’s FLEX theme of “Engaging & Reconnecting in Evolving Times” • A spring 2022 faculty workshop series will build upon the FLEX day keynote by providing 3 sessions centered on providing faculty from any discipline with additional strategies to engage students in brain-based, equitable and compassionate instructional practices in both online and on ground environments. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>		
4. b. Support Needed? Type of Support - place an X next to one or more: <input type="checkbox"/> Policy guidance <input type="checkbox"/> Connections with other GP teams <input type="checkbox"/> Regional training <input type="checkbox"/> On campus /individual training <input type="checkbox"/> Technology <input type="checkbox"/> Reporting/data <input type="checkbox"/> Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>	
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops,	Place an X next to one: <input type="checkbox"/> Not occurring	<i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> • Internships, study abroad, clinical placements, etc primarily 	<i>Next steps: (1,000 character)</i>	<i>Offices/Roles:</i> <ul style="list-style-type: none"> • Academic faculty • Academic Faculty Liaisons

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	
clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	<input checked="" type="checkbox"/> Not systematic Planning to scale Scaling in progress At scale	<p>occur based on individual program needs/mandates i.e. nursing, child development, and apprenticeship programs.</p> <ul style="list-style-type: none"> • New Fermentation Biotechnology course prepares students for careers in Brewing Technology. • The Los Angeles County Assessor's Office has partnered with RHC to create a job-training program aimed at funneling students into good paying county jobs. The noncredit Appraiser Assistant Training Program at Rio Hondo College is tuition-free and will help the Office backfill the 30 some openings. • Study Abroad (ADD details) • 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 or scaling</i>:</p>	<p><i>Explore ways to incorporate experiential learning in online teaching</i></p> <p><i>Use Academic Faculty Leads from Success Teams as a conduit for introducing their colleagues to ways to imbed experiential learning into coursework</i></p> <p><i>Timeline for implementing next steps:</i></p> <p>2022-2023</p>	<ul style="list-style-type: none"> • Distance Education Committee
4. c. Support Needed? Type of Support - place an X next to one or more: Policy guidance Connections with other GP teams		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	
Regional training Technology Other	On campus /individual training Reporting/data			
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p> <p><i>(Is this focused on arts? Or is this broader like liberal arts?)</i></p> <p>--It's the broader meaning. Non-CTE programs are "arts and sciences."</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date:</i> (2,500 character)</p> <ul style="list-style-type: none"> Program level outcomes are assessed during the Program Review cycle. Implemented the use of a PLO rubric within the program review 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. Ongoing outcomes workshops available for faculty, including the use of Outcomes rubrics on Canvas for common assessments. Several courses have established common assessments utilizing outcomes rubrics for course level outcomes including Dance, Statistics, [ask!!] <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i> (1,000 character)</p> <p><i>Next steps:</i></p> <ul style="list-style-type: none"> <i>Expand the use of Outcomes rubrics within Canvas at the course level.</i> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2022 	<p><i>Offices/Roles:</i></p> <ul style="list-style-type: none"> Academic faculty Curriculum Committee Outcomes Committee Program Review Committee

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	
4. d. Support Needed? Type of Support - place an X next to one or more: Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>	
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<i>Place an X next to one:</i> Not occurring <input checked="" type="checkbox"/> Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> Results of learning outcome assessments are evaluated by faculty in their respective disciplines in the annual Program Review process. Outcome data analysis and efforts towards improvement are aligning with the college planning process with integrated assessment cycles. New online Closing the Loop form for course-level outcomes promotes dialogue amongst faculty teaching a common course. [Include the types of questions] Closing the Loop annual assessment process has become more established as part of the Rio Hondo faculty culture. The process has strengthened and new options for faculty engagement in the assessment process. Faculty are citing CTL action items and insights as justification for resources, curriculum updates, 	<i>Next steps: (1,000 character)</i> <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. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2021 <p><i>Timeline for implementing next steps:</i></p>	<i>Offices/Roles:</i> <ul style="list-style-type: none"> Academic faculty Outcomes Committee Institutional Research & Planning FLEX/Staff Development

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>and PD requests within their program review documents.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>		
4. e. Support Needed? Type of Support - place an X next to one or more: <input type="checkbox"/> Policy guidance <input checked="" type="checkbox"/> Regional training <input type="checkbox"/> Technology <input type="checkbox"/> Other	Connections with other GP teams <input type="checkbox"/> On campus /individual training <input type="checkbox"/> Reporting/data	<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> <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"> Faculty work with students on a case-by-case basis. ART, Theater??? Talk to Grant CTE (John Frala badging???) Jodi Senk fitness specialist certification badging Architectural drafting?? Other programs?? Request 21st Century Skills info Marketing accounting story, direct path to government job <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<i>Next steps:</i> <ul style="list-style-type: none"> Identify how each AOI will help students document their learning. 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 	<i>Offices/Roles:</i> <ul style="list-style-type: none"> Academic faculty REACH Collaborative representatives Student Life

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"> Communicate to students how each AOI will support their portfolio needs. REACH Collaborative exploring badging to document job skills. Use of Canvas or LinkedIn for badging. Document employment skills from Student Life engagement and work study <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2022-2023 	
4. f. Support Needed? Type of Support - place an X next to one or more: 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> <i>Term, if at scale or 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> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<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. In Fall 2020, excerpts from the Fall 2018 SENSE survey were used as part of FLEX day to address implementing the 6 success factors... (Add some detail here) RISC Survey Fall 2020 used for professional development at FLEX day Fall 2021 	<i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> Conduct a large-scale student survey. Plan professional development based on survey results. <p><i>Timeline for implementing next steps:</i></p>	<i>Offices/Roles:</i> <ul style="list-style-type: none"> Institutional Research & Planning FLEX/Staff Development

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"> • Climate Survey <p data-bbox="983 453 1333 483">Term, if at scale or scaling:</p>		
4. g. Support Needed? Type of Support - place an X next to one or more: 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> Unfilled positions, HR short staffed, slow hiring due to this	

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	<p><i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.</i></p>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<p><i>Place an X next to one or more:</i></p> Student survey(s) <input checked="" type="checkbox"/> Students serve on campus GP advisory committee(s) Student focus groups <input checked="" type="checkbox"/> Other: Outreach to keep students on path during the pandemic. Student quotes/feedback compiled by Alice Mecom. <p><i>Engagement Efforts - Details: (1,000 character)</i></p>

	Student representatives serve on the Guided Pathways Steering Committee, the Website Workgroup, SSSP and other workgroups. Our Success Teams collect feedback from students and share with their Success Teams and Area of Interest as needed.
COURSE ALIGNMENT	<p><i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i></p> <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	<p>Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.</p>
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