GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
Template Approved/Revised by CCCCO: February 2019, November 2019

Institution Name: COLLEGE OF THE CANYONS   **Date: MARCH 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 2020. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for **all students**
At scale	Practice is implemented at scale—that is, for all students in all programs 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 2019 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@cccco.edu.

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". **Equity Considerations in Area 1:** • Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?			
1. MAPPING PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	*March 1, 2020 status:* *Place an X next to one:* ☐ Not occurring ☐ Not systematic **X Planning to scale** ☐ Scaling in progress ☐ At scale Updated for March 1, 2021: <mark>**X Planning to scale**</mark>	*Progress to date: (2,500 character)* Spring of 2018: Work began on Meta-Majors with a cross-functional group that met every two weeks to review, research, and discuss how to implement meta-majors across our campus. We hosted meta-major retreats where over 100 faculty and staff attended to determine how to implement meta-majors. After running focus groups with students and meeting with the schools, the decision was made to adopt meta-majors as our current Schools. Spring 2019: Built new website placing the "meta-majors" on the homepage. Each school website is built on the same	*Next steps: (1,000 character)* Spring 2021: Launch Program Mapper with all available AA/AS/AA-T/AS-T degree maps and completed Credit certificate maps. Summer 2021: Once we launch Program Mapper (mid-May, 2021), we will connect that tool to the School webpage and include a video for students explaining the use of the Program Mapper/Maps. Summer 2021: We will also plan to replace the existing links on the School Websites from major-prep only information about degrees and

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		template, describing the School, characteristics of people that go into the majors within the School, careers associated with the school, and the programs within the School. Spring 2019: began work on the Program Plans. The Guided Pathways Faculty Liaisons held multiple workshops with department chairs to begin the building process. The Faculty Liaisons work on the over 200 different program maps needed. This is ongoing work and will continue through the Spring 2021 term. Spring 2020: The College contracted with Concentric Sky in Summer 2019 to build Program Mapper. Program Maps are developed by faculty and counseling faculty and approved through Curriculum and Academic Senate. This is an inclusive process involving faculty, department chairs, deans, faculty liaisons, curriculum counselors, curriculum chair, academic senate president, and the Associate VP of Instruction. Once approved by the Senate, and made 508 compliant, we post the Program Map on the Academic Senate website and build it into	certificates to the PDF version of the program maps located on the Academic Senate website. Spring 2021-Fall 2021: Create program maps for Canyon Country campus and for the programs housed in our University Center. Spring 2022: Work with CSU Northridge to create 2 + 2 program maps for high-transfer programs (Psychology, for example). Assess course offerings (semesters, days, times, modality, etc.) for each pathway. The program maps will be built through Spring 2021 (and ongoing) and will be reviewed and updated on a three-year cycle during the Curriculum review process. Complete the course offering assessment (based on presentation from Mt. SAC) in spring and Spring 2021. *Timeline for implementing next steps:* Spring 2021 through Spring 2022

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		Program Mapper. Program Mapper includes salary information for each program map which addresses the equity consideration noted above concerning clearly stated economic benefits of program completion. We have also built into CCCApply the meta-majors and majors. This allows our students to select the meta-major first, then view the majors in that specified meta-major. Term, if *at scale* or *scaling*: **N/A**	
1. a. 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 **X Other**		Challenge or barrier: (1,000 character) Making changes to our framework requires input and expertise from a diversity of college constituencies. It is often challenging to reach collective agreements and to take uniform actions throughout our College. We are reviewing the processes and procedures we implement and ensure we have vetted the changes through the academic and classified senates, through our steering committee, and various partnerships across campus. Although this took some time, we believe this is why we are making much better progress now. Taking the time to	*Support Needed – Detail: (1,000 character)* We would like to find a way to institutionalize the work of Guided Pathways. While there are many one-time actions that we must take, much of the work is on-going. Knowing the funding of Guided Pathways is limited and will end, we must find a way to implement the on-going work without causing burnout among our faculty and staff. For example, we are using a short-term employee hired with GP funding to build and manage the Program

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		implement a process and procedure for our program maps made the process transparent, verifiable, and accurate. We must ensure we have ample feedback and create an environment for each representative body to review and participate in the processes we are establishing for our students. We also need to find a way to incorporate student feedback early in our processes. Proposed strategies include holding focus groups, expanding our outreach efforts to meet students where they are, and to hire students to work on Pathways efforts. In addition, whenever possible, proposals are presented to our Associate Student Government for review and feedback.	Mapper tool. We must find a way to institutionalize this work with a permanent classified employee, but don't have the ongoing funds to hire anyone at this time. We also need to establish a partnership with CSU Northridge, as Bakersfield College has established with CSU Bakersfield, to facilitate development of 2 + 2 maps. We could also use help to find ways to implement the student voice early in the process. Hearing from other colleges about how they integrate the student voice in a meaningful way would be very beneficial for us.
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.	*March 1, 2020 status:* *Place an X next to one:* Not occurring Not systematic **X Planning to scale** Scaling in progress At scale	*Progress to date: (2,500 character)* Fall 2019: Each program is working on Program Points and Career Trees. This effort began with the career education programs but has since expanded into our transfer programs. The Program Points and Career Trees will better inform students about program structures, careers the programs can lead to, and ultimately, reasons why students would want to pursue	*Next steps: (1,000 character)* Academic program reviews will be updated/reviewed on an annual basis. Curriculum is reviewed every 5 years to make sure it remains relevant. CTE programs must review this data every 2 years as part of the program review process. Spring 2021: Program points and Career Trees are expected to be

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	Updated for March 1, 2021: **X Planning to scale**	particulars majors. The college was expected complete all Program Points and Career Trees by May 2020; however, the pandemic and shifting priorities interrupted this progress. Ongoing: Academic programs engage in an annual program review to ensure students are being served and learning is occurring in the classroom. Student Learning Outcomes, Program Learning Outcomes, course completion, program completion, etc. are all reviewed to focus on student learning. Faculty assess program needs, program outcomes, and reviews assessments to ensure alignment with the program requirements. Program advisory boards ensure the coursework and programs are specific and up to date for career needs and to improve communication between careers and programs. Fall of 2018: Opened The Hub. The Hub was designed to help students find their career path through counseling and assessments. We offer the Kuder Journey, MBTI and SII career assessments free of charge to our	completed and included in Department websites for all CTE programs. Academic program reviews will be updated/reviewed on an annual basis. *Timeline for implementing next steps:* Spring 2021-Fall 2021

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		students and follow up with one-on-one appointments to help guide undecided students to their career and major. Spring 2020: The Hub was combined with the General Counseling office to provide more career counseling and create a seamless process for students to move from undecided to their meta-major to their major. Programs will continue to build program maps to prepare students for work and/or transfer as noted in Area 1.1. Term, if *at scale* or *scaling*: **N/A**	
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 **XOther**		*Challenge or barrier: (1,000 character)* One of the challenges identified by multiple groups on campus is the speed of which new work place/industry standards change. This includes our own workplace with new laws, regulations, initiatives, as well as the preparation students need for the workplace. In addition, the Covid-19 pandemic has created multiple barriers to technical training and skill-building that cannot be easily remedied through online education. Beyond the Covid-19	*Support Needed – Detail: (1,000 character)* There will be an on-going need for student access to technology and related equipment, even after returning to primarily on-ground services in the future. While the Cares Act funds have provided stopgap support to supply students with software, laptops, digital texts, and other needs, we will need on-going financial support to address systemic equity gaps in access to technology long-term.

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		pandemic, it is likely that business models and associated career-building curriculum will need to be adjusted to accommodate the rapidly shifting job-market landscape.	
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	*March 1, 2020 status:* *Place an X next to one:* Not occurring Not systematic **X Planning to scale** Scaling in progress At scale Updated for March 1, 2021: X Planning to scale	*Progress to date: (2,500 character)* The Career Education programs got a jump-start on improving their websites with Strong Workforce and Perkins funding as we started Guided Pathways framework implementation. Spring 2019: all other programs updated their website presence with the change of our website platform. All Career Education webpages provide employment and educational information by each program offered. Our non-CE programs are starting to do this same process through the purchase and build-out of Program Mapper. We have deployed labor market data visualization displaying supply and demand data on all CE website. This information is also available in the adopted Program Mapper software platform (launching in Spring 2021) Term, if *at scale* or *scaling:* ***N/A***	*Next steps: (1,000 character)* The non-Career Education programs will provide labor market and educational opportunities as appropriate for their field. This will be done through the Program Planner located on our website. Spring 2021: Launch Program Mapper which includes salary information from the U.S. Bureau of Labor Statistics. Program Map building will continue and Program Mapper will launch in Spring 2021 at the end of May to coincide with student academic planning for 2021-2022. The build of academic program maps which will be added to Program Mapper will continue throughout 2021-2022 until all programs are completed. Then updates will need to be made on a three-year cycle. *Timeline for implementing next steps:*

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			Spring 2021-Fall 2021
1. 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 **X Technology** Reporting/data Other		*Challenge or barrier: (1,000 character)* Providing this information is labor intensive and requires additional staff to ensure the data and information are accurate. Maintaining current information on all of our program webpages will require perpetual support beyond the timeline of the Guided Pathways money and is another expense that is new to the college without any on-going funding. The Program Mapper software must be maintained and supported in partnership with the CCCCO. The individual cost of this software should not be passed onto the individual colleges/districts. The CCCCO must commit to underwriting the cost of this invaluable tool for students.	*Support Needed – Detail: (1,000 character)* As with much of the Guided Pathways work, this is labor intensive. We need people to continue to update the maps, work with faculty, department chairs, and the curriculum committee to ensure accuracy for our students. Unless the CCCCO will provide for long-term financial or technical support for these efforts, we run the risk of providing outdated and inaccurate information across our program pages in future years. This result would potentially be more detrimental to our students than not hosting this information.

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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.	*March 1, 2020 status:* *Place an X next to one:* Not occurring Not systematic **X Planning to scale** Scaling in progress At scale Updated for March 1, 2021: <mark>**X Planning to scale**</mark>	*Progress to date: (2,500 character)* Spring 2019: Guided Pathways Faculty Liaisons worked with department faculty to begin program planning. Fall 2019 and Spring 2020: Approval of program maps began in Curriculum Committee and Academic Senate and built on the Program Mapper tool. As noted, we purchased Program Mapper to build the maps and have them on our website. Mapper will be launched in May 2021. Term, if *at scale* or *scaling:* **_N/A_**	*Next steps: (1,000 character)* Spring 2021: Led by a GP Liaison (counselor) Program maps will be built for all programs (associate degrees and certificates) and different UC and CSU GE pathways. Program maps will then be made for part-time students, online students, and for each location (Valencia and Canyon Country campuses). There are over 200 maps, plus GE pathways, that must be built. This will be an ongoing process. Additional goals include: 1. Add co-curricular activities into the maps. 2. Build the program maps into Program Mapper to connect to the website. 3. Review and update the maps as needed. 4. Continue to solicit feedback on the College's website, adjust as needed. Meet with focus groups from different employee classifications and students for feedback. Use the lens of the "Loss/Momentum Framework" to

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			identify areas of concern and success within the college website. *Timeline for implementing next steps:* This will be ongoing work from spring 2021 and beyond.
1. 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 **X Technology** Reporting/data Other		*Challenge or barrier: (1,000 character)* The College's website is in a transitional phase from the old to the new site. Right now, it is not in peak condition for easy navigation for our students. We currently have many end users building the site with no web development or web designer experience. The progress for implementing website changes is slow and we will need more training and time to make progress.	*Support Needed – Detail: (1,000 character)* Having an outside perspective from someone who understands education and website design, and who can give direction on how to best serve students through our online presence, would be helpful. We need assistance in creating a website that is easy to use, gives students all the information they need, and looks appealing to our many constituents.

e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	*March 1, 2020 status:*
	Place an X next to one:
	
	   Not occurring
	   Not systematic
	   Planning to scale
	   X Scaling in progress
	   At scale
		Progress to date: (2,500 character)
		
		The College developed multiple math pathways well before the establishment of AB 705. We have math built into the pathways of Arts and Humanities, Statistics, Business, and STEM. When students assess (based on their high school coursework and grades) they are placed into the appropriate level of math. They are then given the options
			Next steps: (1,000 character)
			
			Math co-requisite courses are being combined with their entry-level target courses in 2020-21. Trigonometry with support (102X) is already approved and will begin in Fall 2021. The other two are pending but delayed due to IGETC articulation. They should be ready to go in Fall 2022. These changes

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	Updated for March 1, 2021: <mark>**X Scaling in progress**</mark>	they can choose from in each path. The students meet with an advisor or counselor to select the appropriate math course for their program. While this was put into place in January 2019, we still have work to improve this process. We will be conducting surveys to faculty/staff and students regarding the progress with guided pathways in spring 2020 (RB #196-Trig with support, RB #197 English AB 705 student, #198 English AB 705 faculty, and Report #328 AB 705 Liberal Arts Math). Our advisors, counselors, and math department are having on-going meetings to learn from one another and discuss the best way to advise students into the correct math course for their program. During the spring 2020 term, the Math and Counseling Departments met to discuss how to appropriately direct students into the different level math courses. The departments worked with the Institutional Research Office to review the success and retention of our students.	will streamline and greatly simplify new students' registration process. Also, more online courses may be required, especially in non-STEM, to meet student needs; the department will look into this. The new online assessment has significantly improved the math placement process; however, because students are not personally visiting our campus for this process, we need to ensure that individual advisement is still offered to answer students' questions and provide guidance. In 2021 it is expected that the Assessment Center will finish transitioning to a Center for Onboarding services. This transition will be critical to assure that students who assess in math will have access to advisement within the same physical space, improving the student experience and allowing for clearer communication about appropriate math pathways. *Timeline for implementing next steps:*

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			This will be ongoing work from spring 2021 and beyond.
1. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training **X On campus /individual training** Technology **X Reporting/data** Other		*Challenge or barrier: (1,000 character)* The math and counseling departments are reviewing the fall 2019 data from the math courses and work together to determine a better way to assist our students in selecting their first math course. We have philosophical differences on how this should be done but we believe we can work together to ensure we are doing the best thing for our students.	*Support Needed – Detail: (1,000 character)* Data should be collected and monitored to see if the course offerings and modalities are meeting the needs of students in various programs. More resources may be needed for robust conversations between the Math and Counseling Departments as well as faculty professional development.

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Equity Considerations in Area 2:			

Equity Considerations in Area 2:
- Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?
- For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?
- Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?

2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY 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.	*March 1, 2020 status: Place an X next to one:* Not occurring Not systematic **X Planning to scale** Scaling in progress At scale Updated for March 1, 2021: **<mark>X Planning to scale</mark>**	*Progress to date: (2,500 character)* For critical program courses, data coaches have been trained and are now available to assist programs in looking at disproportionate impact in student achievement outcomes. Currently, our Promise program provides these services to all 1200+ students enrolled in the program. The College has a Counseling 110 - Career and Life Planning course. Students are informed about this course as they go through new student advisement. Students that identify as undecided are encouraged to enroll in Counseling 110 or work individually with a career counselor and engage in the career exploration process.	*Next steps: (1,000 character)* Institutionalize the annual Welcome Day. While we offer a summer bridge experience for our Promise students, we are exploring development of summer bridge experiences for non-Promise students. This might include the creation of noncredit versions of Counseling 110 and English and Math courses available to all students. These conversations are in the inquiry/exploration stage. We also intend to scale up the marketing to our students and prospective students to use the MAP product after their career choice and major has been selected.

| | | A full-program plan has been an SSSP requirement. We have been working to scale up student use of the online tool for student program planning, My Academic Plan (MAP). We have implemented MAP labs for students to meet with advisors to discuss career and major selection prior to building their MAP. The MAP tool has been integrated into all counseling courses to help students understand how to create their full program plan | We intend to complete Career Trees and Program Copy Points for all programs by the end of Spring 2021.

After Pandemic (Fall 2021, or Spring 2022): Schedule a *College Day* event for high school students that showcases academic programs that leverages the work completed through consultation with Mark Perna. |
|---|---|---|---|
| | | We redesigned the onboarding process for all students to meet with an advisor one on one. The advisors meet with the students directly after placement. Advisors build first-semester educational plans for first-time college students. Counselors meet with students for career exploration, major selection, education planning, and continuing their educational pathway. | We would like to explore ways we can connect students on a transfer pathway with the Career Trees and the careers open to them in their transfer major.

In Spring 2021, we are exploring adding live chat support to our website in 2021 to better triage student support needs and help them interpret college information and college options. |
| | | The noncredit office provides students with an orientation, placement (in ESL only) and advising for course selection and planning. | *Timeline for implementing next steps:* Spring 2021 and ongoing. |
| | | We redesigned the assessment to be AB 705 compliant and ensure we were able to assess students' needs as well as the math and English levels. | |

		As noted in Area 1, we opened The Hub in September 2018 to help students assess their skills, abilities and interest and connect those assessments to their academic and/or career goals. Also noted in Area 1, we have been working with consultant Mark Perna since 2019 to develop Career Trees and address the "why" of our programs to our students through development of program points for program promotion. This work is under way with the faculty led by a faculty leader. Additionally, Mark Perna was the guest speaker for Opening Day (August 2019) and presented to faculty, staff, administration, K-12 partners, and those from the business community. All student services offices expanded open hours until 7pm on Tuesdays to accommodate night students. We also added an online counselor through Title V grant. Fall 2019, we offered a "Welcome Day" and provided campus tours, college and program orientations and student success workshops to more than 1000 new students. This section may be most appropriate to include a note about the Classified Staff leading the "Caring Campus Initiative,"	

		to better direct students to services, which can lead to improved college exploration. Caring Campus helps to provide the environment and culture that encourages student discovery of our services and college offerings. Term, if *at scale* or *scaling:* **_N/A_**	
2. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance **X Connections with other GP teams** Regional training **X On campus /individual training** Technology Reporting/data **X Other**		*Support Needed – Detail: (1,000 character)* Hosting best practices forums and discussions for the regions would be very helpful for the CCCCO to provide. We would like the opportunity to meet with and share how colleges have implemented the new onboarding process with the changes necessitated with AB 705. We also must recommend continued support through SEA and expanded support through other fiscal agency for the onboarding process. While we are no longer providing tests, we are trying to implement more human resources so students have an individualized onboarding experience tailored to their needs.	*Challenge or barrier: (1,000 character)* While the SEA budget has helped with hiring of personnel, the regulation changes necessitate changes to the work everyone does on campus. With the expanding needs of personnel for implementing the Guided Pathways Framework, the budget does not allow for the hiring of personnel to handle the work.
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	*March 1, 2020 status: Place an X next to one:* Not occurring	*Progress to date: (2,500 character)* The Learning Center (TLC) provides academic support to students who need assistance and choose to participate.	*Next steps: (1,000 character)* Spring 2021: Implementation of appointment-based remote tutoring

	X Not systematic Planning to scale Scaling in progress At scale Updated for March 1, 2021: <mark>**X Planning to scale**</mark>	English and Math work with faculty to improve systematic support through established noncredit support courses and newly-developed courses. New remote services were provided in fall 2019 and were emphasized and expanded during the COVID-19 pandemic. The library offers "Information Literacy" and "Research Skills" workshops to students throughout the terms. These workshops support students in the library and how to utilize library resources. Promise program requires students to enroll in a Counselling 110 or Counselling 150 course and take English/Math in their first year. Programs designed to ensure student success are largely "opt- in" style programs. The English department has redesigned English Composition and has eliminated their developmental course sequence. The math department added co-requisite support for Statistics, College Algebra and Trigonometry in response to AB 705. Center for Excellence in Teaching and Learning (CETL) offers professional development coursework for faculty in	services for students. Discussion and collaboration with CCC colleagues to optimize student access to and success in these services. Equity-Minded Practitioners workgroup and data coaches will help academic departments with disaggregated disproportionate impact data and examine strategies for addressing gaps. TLC will continue to work with academic programs to develop subject-specific support for disciplines other than English and Math. We will continue to explore offering counseling courses on student success at high schools and for incarcerated students. Spring 2021: Integrate Canvas and Canyons Connects. Activate the student portal of Canyons Connects allowing students to "raise a hand" for assistance and see their network of support, particularly if an affiliated (special population) students. Build referrals for Financial Aid in Canyons Connects. Build out additional Special Population workflow. Assign TLC staff to make personal contacts with all students who receive a TLC referral

		Culturally Relevant Teaching Practices and Critical Thinking. The College's Office of Institutional Research, Planning and Institutional Effectiveness (IRPIE) regularly produces useful research briefs with data on "Top 20 Historically Difficult" courses and those courses with a high proportion of "Ws" and" FWs" to assist faculty and department chairs with assessing where barriers may exist for students. The IRPIE office also produces a "HEAT MAP" every few years to provide disaggregated data on outcomes. These data are discussed in various governance and planning groups. As part of the Title V grant evaluation, the Institutional Research office looked at High Latino Enrollment courses for development of Open Educational Resources (OER) material, TLC Online tutoring for Historically Difficult courses, implemented after-hours online tutoring. Fall 2019: Launched the "Canyons Connects" program -- an Early Alert and Intervention program powered by Hobson's Starfish platform. Pilot tested flags and TLC referral. The English department used this program to provide students with notifications and	from a faculty member through Canyons Connects. *Timeline for implementing next steps:* Spring 2021-Spring 2022

referrals to TLC and non-credit courses in Fall 2019.

Spring 2020: Canyons Connects fully launched with two progress surveys, counselor and TLC (tutoring) referrals, and established workflows for several special populations (including Dual Enrollment, Athletics and EOP&S). We provided Canyons Connects trainings for our English and math faculty and have asked them to use this program in their courses to help address impact of AB 705 implementation and support students' needs and connect them to services.

Added a FT Counselor to respond to students who receive more than 2 flags.

Fall 2020: Using Canyons Connects and English faculty to make personalized referrals to Noncredit English classes, increased enrollment in NC English classes through referral process. In addition, our Assessment system began displaying targeted messages on students' placement results advertising noncredit support courses when students were identified as being underprepared based on their academic histories.

Term, if *at scale* or *scaling*: **_N/A_**

2. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance	Connections with other GP teams Regional training **X On campus / individual training** **X Technology**	Reporting/data Other	*Support Needed – Detail: (1,000 character)* The CCCCO and the Guided Pathways Framework encourage the use of early intervention software, such as Hobson's Starfish platform. However, implementing an early intervention software requires on-going and auxiliary costs. One the start-up costs are absorbed through the one-time Guided Pathways budget, there are still the long-term costs of staff, system administration, and professional development training. If pathways efforts are going to pay long-term dividends, they will require an on-going financial support to maintain progress. The CCCCO office should consider purchasing the Hobson's Starfish Platform for all CCCs to utilize and off-set the on-going cost.	*Challenge or barrier: (1,000 character)* It is challenging to train faculty and staff on an early intervention software. At College of the Canyons, we purchased and have implemented Starfish, and while the professional development has been on-going and consistent, it is very difficult to train all end users. Adjunct faculty have very little time and are not paid for time outside of the classroom (beyond their FLEX hours) for the necessary training. They also have multiple systems to learn across many different campuses. Having a single system, endorsed by the CCCCO would be helpful to many who work at more than one CCC. Having the CCCCO provide for the software license would likely bolster support for early intervention across all CCCs. In addition, we would also like to be able to provide online support and develop training modules with video content, etc. By providing flexible, on-going training opportunities, we can expand access and increase end user confidence and proficiency with the early intervention products. We must have on-going funding to pay the adjunct faculty to participate in online or on-ground professional development.
c. Special supports are provided to help academically underprepared students	*March 1, 2020 status:*	*Progress to date: (2,500 character)*	*Next steps: (1,000 character)*

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)*	*Place an X next to one:* Not occurring Not systematic Planning to scale **X Scaling in progress** At scale Updated for March 1, 2021: **<mark>X Scaling in progress</mark>**	The Learning Center (TLC) offers tutoring, guided learning activities, and supplemental instruction for math students. The TLC offers face-to-face services, as well as remote services, for students on both campuses and offers hours of operation for day, evening, and weekend students on the main campus (Valencia). TLC offers Math test review jams and weekly review sessions for students in most math classes, including gateway courses. TLC also offers remote math workshops for students. Three co-req courses were created to implement AB 705: Math 090, 092, and 093. A Math 100 (Liberal Arts Math) has also been created. All of these were launched in fall 2019. The Math Department has worked closely with Counseling and Admissions and Records to create a math guidance system to help continuing students with the transition from the current placement system to new courses and processes. Canyons Connects is used to refer to students to noncredit math and English classes. Faculty can use the early alert system to refer students who are struggling early on in college level	Eight non-credit support courses were developed in 2020 to provide extra remediation to under-prepared students. They are being offered online due to the pandemic, but perhaps this may be the best modality in non-emergency times as well. The success of these optional, module-based short courses should be assessed and perhaps changes should be made if necessary. There should be further effort to market/advertise these courses so that students are aware of the extra support available. Spring 2021: Our assessment system will provide automated reports of students who historically would not have placed into math and English transfer-level courses prior to AB 705. In turn, this information will help inform noncredit outreach efforts, by specifically engaging students that are underprepared for transfer-level math coursework. *Timeline for implementing next steps:* Spring 2021-Spring 2022

		math/English. Additionally, English and math liaisons have been hired to call students to inform them of the numerous benefits of taking the noncredit courses, either in conjunction with their credit work, or as a recommended preparation. Term, if *at scale* or *scaling:* **<u>FALL 2019</u>** Received feedback from instructors teaching Math 090, 092, 093, and 100, throughout the fall 2019 and spring 2020 terms. "Best Practices Workshop" meetings were held throughout the year to improve the new courses. Math and Counseling departments held an initial meeting to discuss impact of AB 705 on students and to continue collaborating on student guidance and support for STEM transfer courses. Counseling faculty visited Math 102/092 (low success rate course) to offer support options. Leverage and scale up use of Canyons Connects to support AB 705 co-requisite students. Based on research briefs and data from fall 2019 throughout the spring 2020 term, adjustments were made in scheduling, modalities, and pedagogy to	

		improve student persistence, retention, and completion.	
2. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training **X On campus / individual training** Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* Professional development and continued support for TLC services	*Challenge or barrier: (1,000 character)* Data needs to be collected and analyzed on the effectiveness of the eight new non-credit math courses. Extra funding may be required for embedded tutors in entry-level courses. Course-specific tutor training at TLC may be necessary, especially for Math 140 and Math 100 as TLC is the primary location where students go to free tutorial services and many TLC tutors, while very competent in algebra-based math, may not be comfortable with Statistics or Liberal Arts Math.

d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	*March 1, 2020 status: Place an X next to one:*
	
	   Not occurring
	   Not systematic
	X Planning to scale
	   Scaling in progress
	   At scale
	
	Updated for March 1, 2021:
		Progress to date: (2,500 character)
		
		All students enter college-level English 101 beginning in fall 2019. The course has been revised to include an additional hour of instruction. All students will take this course.
		
		The English Department has collected survey data from English faculty and English 101 students to guide support and improvement efforts.
			Next steps: (1,000 character)
			
			English department is well-advanced in this work. They will continue to monitor student success and completion rates.
			
			The English Department will be exploring embedded tutoring options through the TLC.
			
			The English Department will continue to collect survey data on student and

		X Planning to scale	The English Department has collected student success and completion data to make data-informed decisions about English 101.	faculty experiences in English 101 in order to guide our support and improvement efforts.
			The English Department continues to offer extensive professional development to support faculty through AB 705, including a one-time 6-hour training, personal check-ins, and weekly SkillShare Workshops.	The English Department will pilot a new noncredit/English 101 cohort in Spring 2021. Students will first enroll in a 4-week noncredit English 002 class that will roll into a 12-week English 101 class.
			The English Department has formed The Committee for Anti-Racism in English (CARE) to encourage culturally-responsive pedagogy, and diversify our curriculum.	English has created a Latina/o Literature class to continue diversifying our course offerings. It will be presented to the Curriculum Committee in Spring 2021.
			The Learning Center (TLC) offers tutoring, guided learning activities, and supplemental instruction for English students. The TLC offers services on both campuses, as well as remote services, and offers hours of operation for day, evening, and weekend students on the main campus (Valencia).	*Timeline for implementing next steps:* Spring 2021-Spring 2022.
			The library offers "Information Literacy" and "Research Skills" workshops to students throughout the terms. These workshops support students in the library and how to utilize library resources.	

		TLC offers Reading, Writing, and Study Skills workshops for students in English classes, including gateway courses in remote and face-to-face formats. English 101 faculty are using Canyons Connects to refer and connect students to support courses in the School of Personal and Professional Learning. Select English 101 faculty work to contact and refer students to these classes. Term, if *at scale* or *scaling*: **N/A**	
2. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training **X On campus /individual training** Technology Reporting/data **X Other**		*Support Needed – Detail: (1,000 character)* Professional development and continued support for TLC services	*Challenge or barrier: (1,000 character)*

e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	*March 1, 2020 status: Place an X next to one:*
	
	    Not occurring
	    Not systematic
	X Planning to scale
	    Scaling in progress
	    At scale
	
	Updated for March 1, 2021:
	X Planning to scale
		Progress to date: (2,500 character)
		
		See 1.C. and 1.D above.
		
		The Learning Center (TLC) provides support to all students at sites on both campuses.
		
		The new Canyons Connects program has a TLC referral built into the platform. Faculty can send this referral to students at any time. TLC staff receive this referral and can notify students of services available.
			Next steps: (1,000 character)
			
			English and math departments are well-advanced in this work. Additional dialogue around supplemental instruction and other support structures is needed for non-math and non-English GE and CTE courses.
			
			Fully launch Alliances (which include mentors) to address equity and disproportionate impact. The alliances can help improve access and connection points to promote student

		The English department has eliminated its developmental classes and is directly placing all students into transfer-level English 101. The English Department also offers noncredit support courses for students. Faculty can send referrals to students struggling in English 101 and recommend they take noncredit support courses. Counseling faculty contact students who receive referrals. Term, if *at scale* or *scaling:* **_N/A_**	engagement and improve persistence and completion. The IT Department has agreed to go ahead with a pilot program to use ALEKS PPL to help the most vulnerable math students in BSTEM. We plan to launch this in summer or fall of 2021 and study its effect in helping students in Math 102X and Math 103/093. *Timeline for implementing next steps:* This is an ongoing, iterative process that will take place in Spring 2020 through Spring 2021.
2. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training **X On campus /individual training** Technology **X Reporting/data** Other		*Support Needed – Detail: (1,000 character)* Support for very poorly prepared students starts with identification. We cannot help students if we do not know which students need the support. To this end, we need to take a novel approach to analyzing real-time data by creating a proactive data inquiry process for our faculty and staff. This will require building-out data visualization tools, along with on-going training for the end users. The CCCCO could support these endeavors by providing data-informed inquiry professional development activities. This may come in the form of free professional development for CCCs or by providing funding to the regions to host these	*Challenge or barrier: (1,000 character)* Support is necessary to implement the ALEKS PPL pilot program—in terms of procurement, distribution, and faculty training, all before Fall 2021. The Math Department will work with IT, Student Services, and possibly Athletics.

| | | trainings. We would also need funding to institutionalize the costs of data management/analysis software and staff to process the data.

The CCCCO could provide professional development and collegial gatherings for faculty, staff, administrators regarding implementation of AB 705 data from other colleges.

Locally, we must continue to develop tableau visualizations and implement data coaches to make data-informed decisions. | |
|---|---|---|---|
| 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. | *March 1, 2020 status: Place an X next to one:*

   Not occurring

   Not systematic

   Planning to scale

   X Scaling in progress

   At scale

Updated for March 1, 2021:
<mark>**X Scaling in progress**</mark> | *Progress to date: (2,500 character)*

The College maintains an excellent relationship with the William S. Hart Union High School district, the only high school district in the SCCCD. College Representatives (formerly Career Coaches) are at several of the local area high schools to work with students to develop academic and career plan in their sophomore and junior years.

The Wm. S. Hart Union High School and Santa Clarita Community College districts finalized the MOU for dual enrollment and update this every fall and spring with the courses scheduled at each high school site. | *Next steps: (1,000 character)*

Fall 2021: Currently funded with Strong Workforce Funding, the College Representatives program needs to be institutionalized and brought to scale. This has been an essential and successful outreach program.

Fall 2020 and Spring 2021: Ongoing review and dialogue around concurrent and dual enrollment needs to occur to improve process, procedures, and class selection that emphasize guided pathways for students and improve articulation between high school and the college.

Spring 2021: Re-establish a consortium between high school and college |

| | | The College now offers a robust catalogue of courses in both concurrent and dual enrollment at each of the high schools in the district. Personnel from both the Hart District and College work effectively to establish policy and procedure, and handle logistics to coordinate offerings. | English faculty to discuss and coordinate curricular alignment. |
| | | | |

The College now offers a robust catalogue of courses in both concurrent and dual enrollment at each of the high schools in the district. Personnel from both the Hart District and College work effectively to establish policy and procedure, and handle logistics to coordinate offerings.

Math Consortium: Math faculty at the College meet regularly with their high school counterparts to discuss issues related to curriculum and placement.

Several career education and transfer faculty also maintain regular meetings with their high school counterparts. Every year the College hosts a Counselor Day for all local area HS counselors to learn more about College' programs and services.

The College busses the high school seniors from each high school campus to the Valencia College of the Canyons campus to conduct the assessment testing and New Student Advisement workshops in the spring of each year. This gives the students the ability to complete their application and matriculation steps to qualify for the Canyons Promise program while still in high school.

English faculty to discuss and coordinate curricular alignment.

Spring 2021-Fall 2021: Improve advising for and in-reach to concurrently and dual enrolled students to inform them how their course fulfills requirements for a program/major. Expand support services for these students.

Fall 2021: Address equity gaps by Increasing population of underrepresented students within dual and concurrent enrollment courses.

Timeline for implementing next steps: Spring 2021-Fall 2021

The Math Consortium, where our college faculty and local high school math teachers and administrators meet regularly for discussion and information exchange, has been halted due to the pandemic. This should be resumed in Fall 2021. Many changes have been made in assessment, curriculum, and other areas, so this type of communication is essential.

		The College offers "Fast Fridays" as a way for students to complete all matriculation steps in one day. Also, the College holds information nights in both English and Spanish. Articulated 9th grade career course with the College's COUNS-010 (Career Exploration) course (completed spring 2017). COUNS-110 (Career and Life Planning) is offered at the high schools through concurrent and dual enrollment (effective fall 2018). Term, if *at scale* or *scaling: Fall 2019*	
2. 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 **X Other**		*Support Needed – Detail: (1,000 character)* We are requesting additional fiscal resources be made available for high school outreach efforts. Changing the framework of our college to Guided Pathways requires in-depth collaboration with our local high school districts. We need resources to align our philosophy and practice with the high schools – ensuring there is equitable support and access to all high school students. This will necessitate increased communication resources, staff, and faculty exchanges, all carrying on-going auxiliary costs to the Pathways process that must be accounted for.	*Challenge or barrier: (1,000 character)* Human and Fiscal Resources available.

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?			

3. KEEPING STUDENTS ON PATH
 	
a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
	March 1, 2020 status: Place an X next to one:
	
	   Not occurring
	X Not systematic
	   Planning to scale
	   Scaling in progress
	   At scale
	
	Updated for March 1, 2021:
	==X Not systematic==
		Progress to date: (2,500 character)
		
		Advisor currently sees new students to help them develop a one-semester educational plan.
		
		Advisors and counselors in selected programs for special populations (Student athletes, EOPS, DSPS, etc.) collect data and monitor student progress. However, this is not occurring for students overall.
		
		The Hub has been integrated into Counseling and is now advising and monitoring how far along a student is toward completing their program requirements for new, returning and "undecided" students. Our students are referred directly from our advisors to the career counselors for career
			Next steps: (1,000 character)
			
			Continue to promote use of MAP to students. Built online modules that allow students to learn how to use MAP on their own time. Students can walk through a "how to" guide on their own, with help from an advisor, or have a counselor develop their MAP.
			
			Exploring development of Student Success Teams that will have a "caseload" of students from various schools to allow for peer check-ins, faculty mentors, advising, and counseling services. In spring 2021, we will be implementing our first student success team dedicated to our African American/Black students. Two adjunct counselors were hired in January 2021.

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<td>exploration at the start of their college journey.

In Spring 2020, a new Comevo-based online student advisement platform was launched. By automating general advising information, it has allowed our advisors to target students who need the higher touch services through Zoom or in-person appointments.
The application, assessment, advisement and orientation are now all online and available 24 hours a day, 7 days a week.

The Counseling Department conducts academic intervention workshops to support students in academic difficulty. These workshops are solution focused, helping students identify areas they may have struggled with and identify resources on campus to help support them getting back into good academic standing.

Term, if *at scale* or *scaling:* __*N/A*__</td>
<td>In 2021, advisors on our Valencia campus moved to the assessment center. The goal of this move is to have all new student steps available in one service area. By having access to student results that include student-selected majors immediately following the assessment step, advisors will be better equipped to engage with students about their program interests and goals from the onset.

Timeline for implementing next steps:
Spring 2021-Spring 2022</td>
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<td colspan="2">3. a. Support Needed?   *Type of Support - place an X next to one or more:*

 Policy guidance   **X Connections with other GP teams**
Regional training   **X On campus /individual training**
X Technology   Reporting/data
X Other</td>
<td>*Support Needed – Detail: (1,000 character)*

We are requesting the CCCCO coordinate a forum for exchanging pathways ideas with other colleges. During the GP webinars, it is commonplace to see glimpses of</td>
<td>*Challenge or barrier: (1,000 character)*

The structure of advising is complicated for students. Most students do not know the difference between an Advisor or Counselor, let alone know which to turn to depending on the number of units</td>
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		colleagues going through parallel experiences with GP implementation within the chat areas. However, creating an on-going forum for free exchange with our colleagues on all things GP related would be appreciated and utilized. We would also like to see a web resources page created with interactive functionality such as chat rooms, video conferences, and/or message boards. Exchanges on this platform could also help colleges better understand their scale of adoption ratings by having opportunities to reference the work of others and receive outside feedback.	they have completed. With the advent of Success teams, peer advisors, and other forms coaches, we need to develop a better triage process to pair students with the support they need.
b. Students can easily see how far they have come and what they need to do to complete their program.	*March 1, 2020 status: Place an X next to one:* Not occurring Not systematic Planning to scale **X Scaling in progress** At scale Updated for March 1, 2021: ==**X Scaling in progress**==	*Progress to date: (2,500 character)* My Academic Plan (comprehensive education plan) is available to all students and shows their progress towards completion of their degree. Students who use the online comprehensive educational plan (MAP) can monitor program progress. Students who have not completed their plan need to see a counselor or advisor to see their progress. Peer advisors conducted in-class presentations to students to use the MAP (effective fall 2017). Implemented MAP labs for students to meet with advisors to discuss career and	*Next steps: (1,000 character)* Implement the marketing plan for the MAP product. Develop video on using MAP and disseminate to faculty for in-class use. *Timeline for implementing next steps:* Spring 2021 and beyond

		major selection prior to building their MAP every Thursday and Friday. Term, if *at scale* or *scaling: Spring 2020*	
3. 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		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)* Not all students use the MAP. We need to find a way to get students to build out their education plan. This will assist us in schedule planning. During the upcoming transition from our My.Canyons registration system to the newer MAP course registration system, there will be a considerable amount of tech and student support services needed.

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.	*March 1, 2020 status: Place an X next to one:*
	    Not occurring
	X Not systematic
	    Planning to scale
	    Scaling in progress
	    At scale
	
	Updated for March 1, 2021:
	X Not systematic
		Progress to date: (2,500 character)
		
		The Institutional Effectiveness and Inclusive Excellence committee supported the work of a faculty and staff team to research and investigate best practices related to Early Alert and Intervention. After a semester of inquiry and discussion, the workgroup selected the Hobson's Early Alert and Intervention platform "Starfish" in July 2018 as the technology to support early alert and retention efforts. The Retention Solutions (formerly Early Alert) workgroup worked on system configuration, flags, messaging, and workflow for the Starfish program through spring 2019. The
			Next steps: (1,000 character)
			
			Develop Student Success Teams to assist students in need.
			
			Spring 2021: Finish building out of Canyons Connects (powered by the Starfish platform) program to include system-raised flags (leveraging data in Canvas). Continue refinement of current system including importing and using the student's preferred name.
			
			Spring 2021: Launch the student facing Canyons Connects allowing students to self-refer and request assistance. Increase adoption rate and use by

		implementation and technical teams finished configuring the system May 2019. The platform was piloted and phased in at the start of fall 2019. We renamed the Early Alert program "Canyons Connects" and do not refer to the platform as "Starfish." A full launch with full system capability (including progress surveys) and program support began spring 2020 with counseling and TLC referrals and an assigned counselor to respond to flags and referrals. Currently, if a student has reached academic probation, they attend a mandatory orientation, have a peer contact, and are given personal follow up from a counselor. Implemented peer-check-ins prior to going on probation (effective fall 2017). Other support provided to help students stay on the path include the BANC (basic needs, food pantry), information sessions on Raising awareness on Homelessness on campus, RISE (foster youth) program, connecting students with community organizations, and providing access to showers from 7am to 7pm in the PE facilities. Term, if *at scale* or *scaling:* **N/A**	faculty through program promotion and training. Determine how particular classified staff might interface with the Canyons Connects programs with high risk/high need students. *Timeline for implementing next steps:* Spring 2021-Spring 2022 and ongoing.
3. c. Support Needed? *Type of Support - place an X next to one or more:*		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

Policy guidance Regional training **X Technology** **X Other**	Connections with other GP teams **X On campus /individual training** Reporting/data	To continue the work in the high support areas, we must have on-going fiscal and human resources.	An early alert and intervention (EA&I) program only works if faculty adopt and use the program. We must continue to work on full development of the platform and program and create professional development and promotion materials for the faculty to encourage adoption. We also must fully support this platform and program institutionally with human and fiscal resources. It is appropriate and a best practice that any EA&I program identifies the target population intended to be best served by the program. We have chosen to encourage adoption by the faculty in English and Math through special presentations and referrals within the system built for both disciplines. There is a concern that any early intervention may highlight students from particular demographics and backgrounds disproportionately and give messages of "kudos" primarily to students who are already advantaged to begin with. We will want to do a research brief to analyze this data. We want to make sure we don't disproportionately send encouragement (kudos) to particular student populations.
d. Assistance is provided to students who are unlikely to be accepted into	*March 1, 2020 status:*	*Progress to date: (2,500 character)*	*Next steps: (1,000 character)*

limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	*Place an X next to one:*
	
	   Not occurring
	
	   Not systematic
	
	X Planning to scale
	
	   Scaling in progress
	
	   At scale
	
	Updated for March 1, 2021:
	
	==**X Planning to scale**==
		Our career counselors offer a Health Professions Symposium for students who want to enter the nursing program. This Symposium introduces students to multiple health professions beyond nursing. This Symposium is open to all students, markets towards any student interested in health professions.
		
		A&R provides a petition to students in high units majors, to not lose their priority enrollment when the student earns over 100 units. This petition is limited, by Title 5, to approving a small population relegated to students in a high impact major and when student is over 100 units to move them up for registration. This occurs on an individual basis with counselors.
		
		Only Nursing provides remediation plans and feedback to students who are not accepted into the program. Nursing hosts Allied Health workshops to show students careers beyond nursing. Career Services hosts the Nursing Symposium for any students interested in pursuing nursing as a career (effective fall 2018). The first symposium filled with students.
		
		The College's First Year Promise (College Promise) program also provides students who were not accepted support and resources via the program coach.
			More effectively reach these students to keep them on their pathway, need to offer more impacted sections, intervention to retain students who may need to switch pathways, engage students who are permanently on waitlists for impacted classes.
			
			Continue offering workshops and symposiums for students to transition to another program of study.
			
			Explore a process to determine if enrollment into and persistence through alternate pathways is successful for students who are not able to enter impacted and limited pathways like Nursing. Examine resources needed to provide adequate support for those students.
			
			Timeline for implementing next steps: Fall 2021-Spring 2022

		The Career Center offers job developers and job fairs directed towards specific majors to help students see other options out there when programs are impacted. Term, if *at scale* or *scaling:* **N/A**	
3. 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)*

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.	*March 1, 2020 status: Place an X next to one:*
	    Not occurring
	    Not systematic
	X Planning to scale
	    Scaling in progress
	    At scale
	
	Updated for March 1, 2021:
	<mark>**X Planning to scale**</mark>
		Progress to date: (2,500 character)
		
		For 2019-2020, the college launched a "year-long" schedule for students so they could better plan schedules. Due to the impact of the Student-Centered Funding Formula, we had to adjust this practice to modify schedule offerings due to revised FTES targets. We attempted to return to this practice in spring 2020 and planned to publish both fall 2020 and spring 2021 schedules in May 2020. However, due to Covid and the ongoing uncertainty of the modalities possible, we have had to pause efforts.
		
		The Public Information Office created a new "Schedule at a Glance" for students
			Next steps: (1,000 character)
			
			Spring 2021: Reestablish year-long schedule when feasible to do so after the pandemic. Instruction will work with deans and department chairs to build a full year schedule – Summer 2021, Fall 2021, Winter 2022, and Spring 2022 during the Spring 2019 semester. Doing so, will allow the institution to move up registration timelines and improve student's ability to plan their academic schedules, and improve strategic enrollment management practices.
			
			Spring 2021: Publish and promote the use of the Program Mapper tool.
			Spring 2021: Instruction will lead an

| | | and community members that show which courses are offered in fall and spring terms, on which campuses and during which timeframes (morning, afternoon, evening, weekend and online).

Implemented more short-term accelerated course offerings for students on a more systematic basis. Developed an inquiry to pull the data from the MAP to see what courses students have planned to take. Conducted focus groups on MAP and PIO's Schedule at a Glance. Results were used to inform marketing and other changes for MAP. Peer advisors conducted in-class presentations on the need to use MAP (effective fall 2017). Offered courses at multiple locations to provide accessibility to students to complete their program in a timely manner. Scheduled Math support courses right after the math course to allow for ease of scheduling. The College continues to develop and expand Open Educational Resources (OER) and Zero Textbook Costs (ZTC) offerings for our students. Our faculty are dedicated to creating OER and ZTC to ensure higher education is accessible for all students. Provided Association of College and University Educators (ACUE) training for over 40 faculty. | effort with the deans, department chairs, and others in our Instructional Advisory Council in early Spring 2021 to examine multi-year data for course offerings, including enrollments, retention/success data by course and program completions. Explore ways to engage with students on waitlists or who are failing classes to help them transition into other options. Increase use of MAP to get data on the courses students are requesting. Increase MAP Marketing plan. Use data from MAP to schedule classes. Develop video on using MAP and disseminate to faculty for in-class use.

Timeline for implementing next steps: Spring 2021-Spring 2022. |
|---|---|---|---|

		Term, if *at scale* or *scaling:* **N/A**	
3. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training **X On campus /individual training** Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* The CCCCO has provided LinkedIn learning for the CCCs. However, we need in-depth rigorous training provided, such as that offered by ACUE. The CCCCCO could partner with 3CSN and other entities to expand regional and state-wide professional development offerings. The most recent (Winter 2021) workshop options offered as part of the Wayfinder project filled to capacity within days of enrollment. We encourage the CCCCO to support the refunding of OER and ZTC in the current Governor's budget.	*Challenge or barrier: (1,000 character)* We must institutionalize effective and rigorous professional development such as the ACUE training. This training is expensive and time consuming, but is worth the expense. Building trainings such as these into an on-going institutional priority is difficult with current funding sources.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 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)?			

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
• 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.	*March 1, 2020 status: Place an X next to one:* Not occurring **X Not systematic** Planning to scale Scaling in progress At scale Updated for March 1, 2021: **X Not systematic**	*Progress to date: (2,500 character)* All courses have SLOs, and all programs have PSLOs. All programs are reviewing their PSLOs for accuracy and clarity during this academic year, including alignment with employment outcomes. Overall, CE programs fully align curriculum with employment outcomes and Transfer programs align lower division preparation closely with upper division requirements at transfer institutions. Term, if *at scale* or *scaling:* ***N/A***	*Next steps: (1,000 character)* Improve use of project-based learning across the curriculum for all programs and co-curricular projects. Explore possibilities to incorporate career-preparation and professional skills development (collaboration, critical thinking, communication, and creativity) into workforce readiness and transfer curriculum. Through the Perkins Grant, faculty in several programs will be establishing SLO and PLSO best practices to ensure continuous program improvement in response to emerging technologies, employability skills, and workforce readiness. Demonstrate student learning and fulfillment of CSLOs, PSLOs, ISLOs through student participation in PebblePad ePortfolio.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
			Completion of Faculty SLO Handbook and enhanced website. *Timeline for implementing next steps:* Spring 2021-Spring 2022
4. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training **X On campus /individual training** Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* Non CTE disciplines like Humanities and Social Science need more opportunities to participate in clinics, conferences, or other forums, that will help participants identify experiences employers are looking for within the social sciences. Funding has been available through the SEA Plan to support some faculty travel. The CCCCO could help facilitate this work by helping to establish cross-institutional networks and/or help to host events targeted on this important topic. Specifically, best practices for developing learning outcomes that prepare students for career opportunities in non-STEM fields.	*Challenge or barrier: (1,000 character)* Increase faculty leadership with enhanced funding and release time. This will allow faculty to increase outreach and faculty support. Assign sufficient classified staffing for supporting specific faculty duties. In future initiatives classified staffing must be identified and funding to put in place resources before the initiative is adopted. Resolve issues around software problems, integration issues and lack of adequate faculty training and input. MIS, IT, Online Education through Distance Ed and Instructional Office need to make resources available to instructors in a timely manner. Also need funding to continue professional development for faculty and for marketing.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
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)*	*March 1, 2020 status: Place an X next to one:* Not occurring **X Not systematic** Planning to scale Scaling in progress At scale Updated for March 1, 2021: <mark>**X Not systematic**</mark>	*Progress to date: (2,500 character)* All departments have mapped to institutional outcomes. We are starting to do assessments. Introductory courses within our programs engage students in active and applied learning that require them to apply critical thinking, solve meaningful problems, and work and communicate effectively. For example, we have successfully implemented such projects as the Birds of the Canyon, Virtual Artifact Museum, Engage the Vote, PLACE Action Teams, and L' Tamid - Genocide Survivor's Project. Additionally, our Sociology 101 courses engage in "SIMROC" -- a societal simulation game that applies theory to practice as students engage in teams to establish societal rules, address challenges posed by faculty and other teams, etc. Theatre students in Theatre 110 work in teams to create production seasons, design costumes, develop production budgets, and address other	*Next steps: (1,000 character)* Begin to weave these activities into (IE)2 Committee and the Curriculum Committee and better integrate efforts happening in the Committee on Assessment of Student Learning and other efforts (through CETL, for example) into the Guided Pathways framework and design. Integrative Learning is a sub-committee of the (IE)2 Committee and central to the Guided Pathways framework and design. As a subcommittee of (IE)2, there is an emphasis on civic learning and democratic engagement (CLDE). The February 2021 (IE)2 meeting will feature Integrative Learning and engage committee members in an activity to see how we can begin integrating this into the Canyons Completes efforts. Also, a focus on Integrative Learning was identified as part of our CAGP 2023 work.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		real-world tasks that require them to work in teams and problem-solve. Examples like this exist across programs; however, rarely are such examples shared campus-wide. In fall 2018 we established an integrative learning work group and assigned our Career Education dean oversight of integrative, learning. Faculty are now engaged in this work, attending conferences on project-based learning and design thinking. Faulty are creating best practice communities to expand integrative learning across the curriculum. CETL (Center for Excellence in Teaching and Learning) courses, including the Skilled Teacher Certificate, have helped faculty integrate more active and collaborative learning into the classroom. Term, if *at scale* or *scaling:* ***N/A***	Need continued advocacy and involvement in CASL initiatives. IE2 ambassadors, administrators, faculty, etc. Supporting and promoting faculty trust in decisions related to student learning. Support initiatives of folio thinking, institutional learning outcomes, direct assessment, student self-assessment potentially via ePortfolios Continue to provide professional development for faculty to expand student involvement by introducing mini-capstone projects in introductory courses across the curriculum. *Timeline for implementing next steps:* Spring 2021 and beyond.
4. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams **X Regional training X On campus /individual training**		*Support Needed – Detail: (1,000 character)* Professional development, regionally and locally, regarding applied learning,	*Challenge or barrier: (1,000 character)* Funding to continue faculty engagement with WPI (PBL Institute)

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Technology Reporting/data Other		implementation, along with on-going funding to support participation.	and AACC (integrative Learning Institute). Continued funding for Civic Dialogue series and Deep Dives.

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.	*March 1, 2020 status: Place an X next to one:*
	  Not occurring
	  Not systematic
	  Planning to scale
	X Scaling in progress
	  At scale
	
	Updated for March 1, 2021:
	X Scaling in progress
		Progress to date: (2,500 character)
		
		Many career education programs require an internship for program completion.
		
		Civic Engagement is proactive in reaching out to students to get them engaged in project-based learning (e.g. Honors program and action teams).
		
		Work-Based Learning (WBL) Taskforce was established to align WBL activities between the HS district and the College with industry in the Santa Clarita Valley (effective fall 2017). This project led to the establishment of WBL under the Integrative Learning umbrella.
		
		Through the Strong Workforce projects, CE students work with a Job Developer to set-up a LinkedIn profile and have the ability to complete career skill readiness. In addition, CE faculty can utilize LinkedIn Learning to correspond
			Next steps: (1,000 character)
			
			Several departments align their learning outcomes with educational and industry standards, but more work needs to be done and outcomes need to be revised on a regular basis to ensure currency. Expand beyond CTE to non-CTE programs of study.
			
			Working with the faculty engaged in Integrated/Project-based Learning, CETL may explore development of workshops using ePortfolios and courses that help faculty learn to engage students in applied learning that includes problem solving collaboration, and communication.
			
			Continue to work on promoting these activities and opportunities and incorporating them into programs through CWEE and other efforts. One possibility to explore is tagging courses in the registration process like we do

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		with skill attainment in the student's program of study (effective spring 2018). Term, if *at scale* or *scaling:* ***N/A***	for OER/ZTC and used to do for Learning Community courses. Examine how the opportunities are or could be promoted to students and faculty. Using the new career platform Job Speaker funded by SWP, students have Linked Learning certifications embedded in their skill portfolio for employers to review for job placement. *Timeline for implementing next steps:* Spring 2021 and beyond.
4. 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)* Institutional support for Job Developers and employer/student employment platforms like Job Speaker. Integration and support of Pebble Pad for student ePortfolios Institutional support for Integrative Learning and CLDE as a best practice for 21st century job skills and liberal education.	*Challenge or barrier: (1,000 character)* N/A

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
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.	*March 1, 2020 status: Place an X next to one:* Not occurring Not systematic **X Planning to scale** Scaling in progress At scale Updated for March 1, 2021: **X Planning to scale**	*Progress to date: (2,500 character)* Faculty engage in regular SLO assessment. Much work and leadership has been demonstrated by career education departments and the science departments to ensure that mastery level learning is happening across the department/program. The Paralegal Studies department chose PebblePad as a repository to collect syllabi, exams, assignments, and sample student work. Since the Paralegal Studies program is approved by the American Bar Association, it is imperative the chair and faculty comply with the strict guidelines, one of which is the collection of documents every semester from each faculty member. PebblePad supports the goals of their program by acting as a repository and journal where we can reflect and envision the growth of their department. Those involved in using PebblePad include Paralegal, Art, CAWT, Kinesiology, American Sign Language, English, Economic Development,	*Next steps: (1,000 character)* More work can be done to ensure that students are gaining and mastering skills across an entire program. ePortfolios are one way to help students document their programmatic learning and for instructors and departments to evaluate student attainment of program outcomes. PebblePad is the selected ePortfolio platform to achieve this. Currently (2021), ePortfolio coordinators are supporting faculty and staff via PebblePad Rollin' Stones Tour, a series of workshops dedicated to fostering and supporting faculty and staff as they navigate, learn, and utilize PebblePad platform for student engagement, learning, assessment, and professional development. Ensuring sustained support of student engagement through ePortfolios with continued resources allocated to ePortfolio coordinators and classified staff across campus. Culminating these efforts via a student engagement

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		Mathematics, Civic Engagement, Economic Workforce Development, Administration of Justice, Early Childhood Education, Chemistry, Photography, History, Professional Development, Business, and Instruction. In Fall 2020, SLO faculty Coordinators facilitated SLO and Assessment Open Labs sessions as well as eLumen Reports" module training sessions. In 2021, three faculty training sessions in eLumen Reports' Module are planned. In addition, faculty training will be available in using Canvas LTI and API integration tools to record assessment scores. Program coordinators and department chairs have been tasked with making improvements in this area, primarily to ensure accreditation compliance. Subject "mastery" is often challenging to determine, due to the plethora of variables involved. Some of our departments are looking to the outcome data to help inform their perspectives on what "mastery" should be, and then adding this feedback to their Program Reviews.	center or full-time faculty position or reassign time. Data coaches have been trained and are now available to assist programs in looking at disproportionate impact in student achievement outcomes; however, we still need to include considerations for the student learning assessment outcomes in the process. *Timeline for implementing next steps:* Spring 2021 and beyond.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling:* **N/A**	
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		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)* Increased release time for specific faculty to coordinate PebblePad ePortfolio to integrate and centralize efforts on campus as their primary job responsibility would help with adoption, rollout, and oversight.

e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	*March 1, 2020 status: Place an X next to one:*
	    Not occurring
	    Not systematic
	X Planning to scale
	    Scaling in progress
	    At scale
	
	Updated for March 1, 2021:
	X Planning to scale
		Progress to date: (2,500 character)
		
		Several departments surveyed indicated that they engage in regular dialogues with all faculty in their department as part of the SLO "loop-closing" process. These departments indicated that these conversations lead to changes in curriculum and improvements in instruction and pedagogy.
		
		CETL provides trainings and classes in Culturally Relevant Pedagogy in the fall and spring terms. CETL is expanding the offerings to include Culturally Relevant practices across the curriculum.
		
		Faculty have also attended workshops where they have opted in to
			Next steps: (1,000 character)
			
			The Accreditation Taskforce has a work group addressing the integration of all student outcomes with college planning processes, including integration with the Institutional Effectiveness and Inclusive Excellence steering committee. Currently working on Data structure to make SLO data available to Faculty.
			
			Timeline for implementing next steps: Spring 2021 and beyond.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		disaggregate their own success data by race/ethnicity (summer2018). Term, if *at scale* or *scaling:* **N/A**	
4. e. 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 **X Other**		*Support Needed – Detail: (1,000 character)* To ensure we are meeting learning outcomes, we need support to help our faculty develop courses for various delivery formats, including online. Providing ongoing classified staff support to assist in the instructional design and implementation process, would substantially improve this process. We believe through these collaborative efforts we could better ensure course content fidelity between delivery types while providing for better accessibility for our students. With the CCCCO's ongoing support, our college could create Instructional Design positions at each campus that would ensure our faculty are well-supported, adhere to ADA standards, and create courses with equity in mind.	*Challenge or barrier: (1,000 character)* There is currently very little cross-discipline communication in regards to building pathways, scheduling classroom spaces, and curriculum. We need to design better pathways for interdisciplinary process review, but it is very challenging to align schedules and philosophical approaches. In addition, the professional development required for improvement may vary from program to program.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	*March 1, 2020 status: Place an X next to one:* Not occurring Not systematic **X Planning to scale** Scaling in progress At scale Updated for March 1, 2021: ==**X Planning to scale**==	*Progress to date: (2,500 character)* The College has experimented with and piloted the use of ePortfolios in select classes. However, issues with the platform and other institutional barriers (cost) have caused the movement to use ePortfolios to stagnate. Beginning Spring 2020 we will initiate a new ePortfolio program led by two faculty co-leaders. To this end, we have completed three-day training sessions for faculty interested in using PebblePad (ePortfolio) during Spring 2020 FLEX week. Through the Doing What Matters (DWM) projects, CTE students work with a Job Developer to set-up a LinkedIn profile and have the ability to complete certifications through Lynda.com certifications and post to LinkedIn. In addition, CTE faculty can utilize Lynda.com to correspond with skill attainment in the student's program of study (effective spring 2018). The College has a Student Development transcript that reflects the out of classroom experience the student has	*Next steps: (1,000 character)* See discussions elsewhere about ePortfolio scale up. The College is developing digital badging through noncredit offerings. Expand beyond CTE to non-CTE programs of study. Launching ePortfolio initiative (PebblePad) in Spring 2020. *Timeline for implementing next steps:* Spring 2021 and beyond.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		completed while at College of the Canyons. This is used for both employers and transfer institutions Term, if *at scale* or *scaling:* **N/A**	
4. f. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Regional training **X Technology** **X Other**	*Connections with other GP teams* **X On campus /individual training** Reporting/data	*Support Needed – Detail: (1,000 character)* As noted in previous SOAA, we planned to launch a new ePortfolio product and did. However, the long-term success of this product will greatly depend on the amount of faculty buy-in along with the strength of the infrastructure it is built on. Similar to the early intervention product, the platform should be purchased at a state level by the CCCCO, as this is a long-term investment. We will need staff support of the product, technology, and professional development to ensure its ease of use for our students and our faculty.	*Challenge or barrier: (1,000 character)* We have previously launched an ePortfolio product that was not fiscally supported for a long-term integration. Each time we launch a product, especially with one-time money, we run the risk of regressing our gains once the initial implementation phase has past. We need to be able to depend on long-term reliable support. Otherwise our faculty and staff will lose confidence in the product, or worse, lose confidence in the viability of the conceptual approach as a whole. In addition, many of the products we develop and launch have substantial start-up costs. When funding subsides, we not only lose the product and its benefits to our students, but further, we lose the investment in the research and development process at great cost to us all. Beyond this, many of the products used to support Pathways work require customization and a

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			long-term commitment to update and improve the product to meet local needs.
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	*March 1, 2020 status: Place an X next to one:* Not occurring **X Not systematic** Planning to scale Scaling in progress At scale Updated for March 1, 2021: **X Planning to Scale**	*Progress to date: (2,500 character)* Upon receiving SENSE data as part of our participation in California Guided Pathways 20 project, Student Services developed a video helping inform students of the total cost of college. IRPIE created a meta-analysis of campus-wide surveys and internal date to create an expanded Data Highlights document with pertinent institutional data on our student population: https://www.canyons.edu/_resources/documents/administration/irpie/datahighlights2020_final.pdf This document includes data on outcomes and profile of our special populations. Term, if *at scale* or *scaling:* **N/A**	*Next steps: (1,000 character)* The plan with the Data Highlights document going forward is to add to this document so that there is one location where many questions about student profile, student voice on their experiences, progress and outcomes can be easily accessed. When the surveys/evaluations are complete, recommend professional development or CETL to examine and address results. *Timeline for implementing next steps:* Spring 2021 and beyond.
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		*Support Needed – Detail: (1,000 character*	*Challenge or barrier: (1,000 character)* N/A

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Other			

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	*Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.*
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	*Place an X next to one or more:* X Student survey(s) X Students serve on campus GP advisory committee(s) X Student focus groups Other:
	Engagement Efforts - Details: (1,000 character) Over the course of the last five years, College of the Canyons has been dedicated to ensuring the student voice is part of our decision-making process. This is very difficult at times, as we have tried to find students to be part of the meetings, retreats, discussions, and decisions. Students are here to go to college, so many do not have time to sit in these meetings. But we have tried to ensure we make space for students to participate in as many ways as we can. The following are examples of how we have included the student voice. • Multiple surveys throughout the year. We have focused on graduation surveys, annual student surveys, guided pathways surveys, career education specific surveys, academic calendar surveys, and most recently the impact of the COVID-19 pandemic on students' learning and educational/career goals. • We have hosted many focus groups related to meta-majors, math and AB 705, probation, workshops, MAP, and others. • We have hosted student panels to speak to our various groups, retreats, and committees.

	- We have invited students from ASG, First Year Promise, Alliances, and Peer Advisors to be part of our guided pathways meetings, committees, and collegial consultation committees. - Student participation in planning and decision-making increased in spring 2020 and fall 2020 as the college transitioned to primarily online learning due to social distancing protocols related to the COVID-19 pandemic. Students were instrumental in planning the launch of the virtual Multi-Cultural Center; cultural awareness and celebration events like Islam, African American/Black History, Armenia; survey feedback/question design for the COVID-19 impact on students. - Student employees (College Assistants), are also engaged in guided pathways work directly in their service areas. An example of this are our peer leaders and advisors, our student tutors, and the student employees in our technology areas. Student employees are integral to implementing pathways work because they are uniquely relatable and often have shared experiences with students struggling to find their path. - We have opened the Multicultural Center in the fall of 2020. A large group of people across campus, faculty, staff, students, and administrators all worked together to open the Center. Students were at the forefront of determining the name of the center, the vision, philosophy, and mission, as well as the events that happen within the Center. - In summer and fall of 2020, our students helped us by participating in multiple open houses focusing on race, culture, religion, and affiliations to inform the faculty, staff, and administrators of their experiences on and off campus. We do have challenges as well. We need to find a way to infuse the voice of students of our reentry students, Veterans, special population students, night students, online only students, Canyon Country campus only students, and many more. This is on-going work and we are dedicated to ensuring our students are heard and part of the decisions.
COURSE ALIGNMENT	*How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)*
	Course Alignment - Details: (1,000 character) While we have always worked to build schedules intentionally to help students complete their degrees in a timely manner. In 2014-15, we developed academic program maps. However, we did not effectively coordinate that effort with discipline faculty and counselors. In 2019-2020,

	after the establishment of our currently existing Schools as our meta majors and a redesign of our college website to place academic programs "front and center," we focused on redeveloping academic program maps and participating in Wave 2 of the Program Mapper project. We now have a process in place to build academic program maps, take them through the curriculum committee and Academic Senate for review and approval, and build them onto the Program Mapper. Students will soon have easy visual access to full-time program maps developed for degrees and certificates. As noted previously, we also have the MAP tool for students which helps them identify and select their educational plans working with an academic advisor and a counselor. Courses built and schedule are aligned closely with student education plans.

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: Dismantling Barriers to Support Students: Placement Exams & Developmental Courses	
Follow-up Contact Person(s): Paul Wickline	
Challenge: For decades, developmental English and mathematics classes were creating barriers to student success. In 2011, our data analysis indicated that English and mathematics were gate-keeper subjects, impeding student success and completion. Although we implemented different approaches to decrease the amount of time students would spend in remediation, it did not improve student outcomes. Developmental English and mathematics courses were designed to better prepare low performing students for transfer-level course material. However, our college placed students into four-course sequences in English and mathematics that inadvertently created barriers for advancement to transfer-level.	
Success Story: (10,000 character) College of the Canyons was awarded the 2021 Bellwether award in January of 2021 for the work on Math and English assessment, through-put, and success levels of our students. Below is the abstract and summary of the work we accomplished.	

College of the Canyons innovative approach to assessment and course sequence redesign in mathematics and English was a seven-year process of cross-functional collaboration culminating in AB 705 implementation. The result is a roadmap for dramatically increasing student completion in transfer-level English and mathematics while greatly reducing equity gaps.

Unnecessary developmental English and mathematics courses are key barriers to degree completion and transfer, as identified by Dr. Bailey of Columbia University and the California Acceleration Project. These barriers contributed to inequities between racial groups. Before 2012, College of the Canyons maintained long developmental sequences, particularly disadvantaging students of color. Transfer-level access was limited to 10% for mathematics and 16% for English; African American/Black students' rates were 4% and 8%, respectively. Additionally, we placed 60% of African American/Black students into arithmetic, which had a transfer-level throughput of 5%. In short, students had little chance to succeed.

In 2012, we began a seven-year process that led to profound changes in assessment and developmental sequencing. The first phase included creating pre-Statistics courses and cohort-based accelerated programs in developmental English and mathematics, reducing transfer-level completion by two semesters. The throughput rates soared while equity gaps were dramatically reduced. This was a collaborative endeavor, including discipline faculty, deans, Instruction, Student Services, Counseling, Academic Senate, tutoring supervisors, and institutional researchers, among others.

The second phase involved aggressive assessment changes, applying weighted multiple measures, including students' GPA and high school courses completed, into the determination of placement. Students choose either a STEM or Statistics pathway in mathematics.

Since about 79% of all students are non-STEM, transfer-level placements in mathematics saw huge increases in 2016. Students placed into transfer-level courses had risen from 16% to 75% in English (2012 to 2018) and 10.3% to 74% in mathematics (2011 to 2018), with racial equity gaps essentially eliminated. Thus, access to transfer-level courses was significantly expanded in both disciplines.

The third phase (Fall 2019) was the implementation of AB 705, a state law that limits placement into developmental sequences, and the elimination of assessment exams. The assessment exam, formerly taking up to three hours on campus, was transformed into a mobile-friendly 15-minute online process. This system not only captures academic history, but also student interests, career and transfer plans, and academic goals. In turn, these assessments provide richer context for student planning with our advisors.

With all students placing into transfer-level English and mathematics under AB 705, the first-semester completion rates for new students rose sharply, from 38% to 71% in English (2017 to 2019) and 14% to 57% in mathematics (2015 to 2019). The percent of new students who completed transfer-level courses in both disciplines nearly tripled from 14% to 48% (2017 to 2019).

Scaling this process is feasible with collaborative dialogue between faculty and staff, and clear communication to students. Our model represents a paradigm shift in the culture of assessment and development coursework, requiring ongoing review. While we rectified our dramatic under-placement, we continue to analyze the data and adjust our system accordingly, particularly when identifying where over- or under-placements are occurring in STEM transfer-level mathematics. Faculty professional development, check-ins, and coordination are essential. Colleges will need to dedicate resources, align and adapt to new pedagogical practices, and integrate student support services and tutoring into the fabric of their transfer-level mathematics and English courses to succeed.

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

1. **X** 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.
2. *X* Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
3. Decrease the average number of units accumulated by California Community College students earning associate degrees
4. Increase the percent of exiting CTE students who report being employed in their field of study
5. **X** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
6. 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