



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

Revised February 2019, November 2019

Institution Name: COLLEGE OF THE CANYONS

Date: MARCH 2020

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
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, 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 2020.** For more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

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

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

<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>In Spring of 2018, the College began its work on Meta-Majors. We had 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.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Over the next year, we will continue to build program maps for all of our programs. This will include our ADTs, Associate Degrees, Certificates, as well as the different GE paths for all of our ADTs and Associate Degrees.</p> <p>Once the program map is approved, we ensure there is an inclusive process for the maps to be reviewed and approved through the curriculum process. Once the map is built, it is signed off by our faculty, department chair, dean, faculty liaison, curriculum counselor, curriculum chair, academic</p>
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		<p>When we built the new website in Spring 2019, we placed the “meta-majors” on the homepage. Each school website is built on the same 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. Once we have program plans built, we will connect those to the School webpage.</p> <p>In Spring 2019, we 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 are continuing to work on the over 200 different program maps needed. This is ongoing work and will continue through the Fall 2020 term.</p> <p>The College contracted with Concentric Sky to build Program Mapper. As of Spring 2020, the Program Maps approved through Curriculum and Academic Senate will be built into the Program Mapper. At the first Spring 2020 curriculum meeting there were 15 program maps approved. Once approved by the Senate, and made 508</p>	<p>senate president, and then our AVP of Educational Pathways. We will do this for each program map that is built and we will not publish the map until it has been approved.</p> <p>Assess course offerings (semesters, days, times, modality, etc.) for each pathway.</p> <p><i>Timeline for implementing next steps:</i></p> <p>The program maps will be built through Fall 2020 and will be reviewed and updated on a three-year cycle.</p> <p>Complete the course offering assessment (based on presentation from Mt. SAC) in spring and fall 2020.</p>

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		<p>compliant, we will post the Program Map on the website and build it into Program Mapper. Program Mapper includes salary information for each program map.</p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <u>N/A</u></p>	
<p>1. a. Support Needed? Type of Support - place an X next to one or more:</p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data <u>X Other</u></p>		<p>Challenge or barrier: (1,000 character)</p> <p>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</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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.</p> <p>We could also use help to find ways to implement the student voice early in the process. Hearing from other</p>

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		<p>implement a process and procedure for our program maps made the process transparent, verifiable, and accurate.</p> <p>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.</p> <p>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.</p>	<p>colleges about how they integrate the student voice in a meaningful way would be very beneficial for us.</p>
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The college is expected to be complete with all Program Points and Career Trees by May 2020.</p> <p>Academic program reviews will be updated/reviewed on an annual basis.</p> <p>The Hub will be combined with the General Counseling office to provide more career counseling and create a</p>

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		<p>students would want to pursue particular majors.</p> <p>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.</p> <p>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.</p> <p>In the Fall of 2018, we opened The Hub. The Hub is designed to help students find their career path through counseling and assessments. We offer the MBTI and SII free of charge to our students and follow up with one-on-one appointments to help guide undecided students to their career and major.</p>	<p>seamless process for students to move from undecided to their meta-major to their major.</p> <p><i>Timeline for implementing next steps:</i> Program points and Career Trees are expected to be completed in May 2020.</p> <p>Academic program reviews will be updated/reviewed on an annual basis.</p> <p>The Hub will move to General Counseling in the 2020/21 academic year.</p>

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		<p>Programs will continue to build program maps to prepare students for work and/or transfer.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <u>N/A</u></p>	
<p>1. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>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.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Career Education programs got a jump-start on improving their websites with Strong Workforce and Perkins funding. In Spring 2019, all other programs were forced to update 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.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p><i>Timeline for implementing next steps:</i> Program Planner building will begin in Spring 2020 and continue until all programs are completed. Then updates will need to be made on a three-year cycle.</p>

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		<p>We have deployed labor market data visualization displaying supply and demand data on all CE website.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <u>N/A</u></p>	
<p>1. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>X Technology Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>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.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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.</p>
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Beginning in spring 2019, the Guided Pathways Faculty Liaisons worked with the department faculty to begin program planning. In the spring 2020 term, many of the program maps are</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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</p>

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<p>identified. All this information is easily accessible on the college’s website.</p>	<p>At scale</p>	<p>being approved through curriculum. The GP Liaisons are continuing to work with the faculty to build maps and will do so through the fall 2020 term and beyond. There are over 200 maps, plus GE pathways, that must be built. This will be an ongoing process.</p> <p>We purchased Program Planner to build the maps and have them on our website. This will be started in the spring 2020 term and will continue through the fall 2020 and beyond.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <u>N/A</u></p>	<p>students, and for each location (Valencia and Canyon Country campuses).</p> <p>Additional goals include:</p> <ol style="list-style-type: none"> 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 identify areas of concern and success within the college website. <p><i>Timeline for implementing next steps:</i> This will be ongoing work from spring 2020 and beyond.</p>

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<p>1. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>X Technology Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>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 experience. We also do not have web design experience. The progress for implementing the website changes is slow and we will need more training and time to get it to where it needs to be.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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.</p>
<p>e. Required math courses are appropriately aligned with the student’s field of study <i>(Note: This essential practice was moved from Area 2)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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 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,</p>	<p><i>Next steps: (1,000 character)</i></p> <p>During the spring 2020 term, the math and counseling departments will continue to meet to discuss how to appropriately direct students into the different level math courses. The departments are working with the Institutional Research office to review the success and retention of our students.</p> <p>We will be conducting surveys to faculty/staff and students regarding the progress with guided pathways in spring 2020.</p>

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		<p>we still have work to improve this process.</p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019-Spring 2020</p>	<p><i>Timeline for implementing next steps:</i> Spring 2020. We expect to be at scale in fall 2020.</p>
<p>1. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training <u>X On campus /individual training</u></p> <p>Technology <u>X Reporting/data</u></p> <p>Other</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>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.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>	

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Currently, our Promise program provides these services to all 1200+ students enrolled in the program.</p> <p>The College has a Counseling 110: Career and Life Planning course and has just hired a new Career Counselor. However, these courses and career exploration is not required and happens sporadically.</p> <p>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</p>	<p><i>Next steps: (1,000 character)</i></p> <p>We will continue to offer a Welcome Day to new students in Fall 2020 before the semester begins.</p> <p>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.</p> <p>We also intend to scale up the marketing to our students and prospective students to use the MAP</p>

		<p>major selection prior to building their MAP.</p> <p>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.</p> <p>The noncredit office provides students with an orientation, placement (in ESL only) and advising for course selection and planning.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>product after their career choice and major has been selected.</p> <p>We intend to complete Career Trees and Program Copy Points for all programs by the end of Spring 2020.</p> <p>Fall 2020: Schedule a <i>College Day</i> event for high school students that showcases academic programs that leverages the work completed through consultation with Mr. Perna.</p> <p>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.</p> <p><i>Timeline for implementing next steps:</i> This will be ongoing work from spring 2020 and beyond.</p>
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		<p>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.</p> <p>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.</p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <u>N/A</u></p>	
<p>2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance</p> <p>Regional training</p> <p>Technology</p> <p><u>X Other</u></p>	<p><u>X Connections with other GP teams</u></p> <p><u>X On campus /individual training</u></p> <p>Reporting/data</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>While the SEA budget has helped with hiring of personnel, the regulation changes necessitate changes to the work each individual 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.</p>

		<p>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.</p>	
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p><u>X Not systematic</u></p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Learning Center (TLC) provides academic support to any student who needs assistance. However, students opt-in to the service and are not required to participate. English and Math have made significant strides to provide systematic support through established non-credit support courses (English) and courses under development (Math).</p> <p>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.</p> <p>Promise program requires students to enroll in a Counselling 110 or Counselling 150 course and take English/Math in their first year.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Canyons Connects will fully launch in Spring 2020 with two progress surveys, counselor and TLC (tutoring) referrals, and established workflows for several special populations (including Athletics and EOP&S). We have 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.</p> <p>Equity-Minded Practitioners workgroup and data coaches will help academic departments with disaggregated disproportionate impact data and examine strategies for addressing gaps.</p> <p>TLC will continue to work with academic programs to develop</p>

		<p>Programs designed to ensure student success are largely “opt- in” style programs. The English department has redesigned English Composition as a result of elimination of all below transfer- level English. The math department added co-requisite support for Statistics, College Algebra and Trigonometry in response to AB 705.</p> <p>Center for Excellence in Teaching and Learning (CETL) offers professional development coursework for faculty in Culturally Relevant Teaching Practices.</p> <p>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.</p> <p>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</p>	<p>subject-specific support for disciplines other than English and Math.</p> <p>We will continue to explore offering counseling courses on student success at high schools and for incarcerated students.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020-Spring 2021</p>
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		<p>tutoring for Historically Difficult courses, implemented after-hours online tutoring.</p> <p>Our College has also launched the “Canyons Connects” program -- an Early Alert and Intervention program powered by Hobson’s Starfish platform. The English department used this program to provide students with notifications and referrals to TLC and co-requisite support courses in fall 2019.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <u>N/A</u></p>	
<p>2. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training <u>X On campus / individual training</u></p> <p><u>X Technology</u> Reporting/data</p> <p>Other</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>The CCCC 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 CCCC office should consider purchasing the Hobson’s Starfish</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>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 CCCC would be helpful to many who work at more than one CCC. Having the CCCC provide for the software license would likely bolster</p>	

	Platform for all CCCs to utilize and off-set the on-going cost.	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.	
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p><u>X Scaling in progress</u></p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Learning Center (TLC) offers tutoring, guided learning activities, and supplemental instruction for math students. The TLC offers services on both campuses and offers hours of operation for day, evening, and weekend students on the main campus (Valencia).</p> <p>TLC offers Math test review jams and weekly review sessions for students in most math classes, including gateway courses.</p> <p>A support course (Math 90 co-requisite course) has been created to pair with Math 140 (college-level) for students who need additional support. The support course Math 092 was developed to be a co-requisite for Math</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Receive feedback from instructors teaching Math 090, 092, 093, and 100, throughout the fall 2019 and spring 2020 terms.</p> <p>Starting spring 2020, the math department is implementing embedded tutors for the co-requisite math courses.</p> <p>Math and Counseling departments held an initial meeting to discuss impact of AB 705 on students, the next step will be to continue collaborating throughout spring 2020 on student guidance and support for STEM transfer courses.</p>

		<p>102, and Math 093 was developed for the Math 103 course.</p> <p>A Math 100 (Math for Liberal Arts) has also been created and launched in fall 2019.</p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <u>FALL 2019</u></p>	<p>Counseling faculty will visit Math course in trigonometry (low success rate course).</p> <p>Leverage and scale up use of Canyons Connects to support AB 705 co-requisite students.</p> <p><i>Timeline for implementing next steps:</i> Review data from fall 2019 throughout the spring 2020 term to determine adjustments needed as data comes in regarding student persistence, retention, and completion.</p>
<p>2. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training <u>X On campus / individual training</u></p> <p>Technology Reporting/data</p> <p>Other</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Professional development and continued support for TLC services</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>	
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p><u>X Planning to scale</u></p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>The Learning Center (TLC) offers tutoring, guided learning activities, and supplemental instruction for English</p>	<p><i>Next steps: (1,000 character)</i></p> <p>English department is well-advanced in this work. They will continue to monitor student success and completion rates. They will continue to explore tutoring and use of noncredit support courses.</p> <p><i>Timeline for implementing next steps:</i></p>

		<p>students. The TLC offers services on both campuses and offers hours of operation for day, evening, and weekend students on the main campus (Valencia).</p> <p>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.</p> <p>TLC offers Reading, Writing, and Study Skills workshops for students in English classes, including gateway courses.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <u>N/A</u></p>	<p>Fall 2019 launch. Spring 2020 adjustment.</p> <p>This is an ongoing, iterative process that will take place in Spring 2020 through Spring 2021.</p>
<p>2. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training <u>X On campus /individual training</u></p> <p>Technology Reporting/data</p> <p><u>X Other</u></p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Professional development and continued support for TLC services</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p><u>X Planning to scale</u></p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>See 1.C. and 1.D above.</p> <p>The Learning Center (TLC) provides support to all students at sites on both campuses.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p>

		<p>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.</p> <p>The College’s new disjunctive placement and accelerated English curriculum, which emphasizes grit and mindset, provide additional support for students to complete college-level classes. The English department also offers non-credit support courses for students. Faculty can send referrals to students struggling in English 101 and recommend they take non-credit support courses. Counseling faculty contact students who receive referrals.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <u>N/A</u></p>	<p>Fully launch Alliances (which include mentors) to address equity and disproportionate impact. The alliances can help improve access and connection points to promote student engagement and improve persistence and completion.</p> <p><i>Timeline for implementing next steps:</i> This is an ongoing, iterative process that will take place in Spring 2020 through Spring 2021.</p>
<p>2. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training X On campus /individual training</p> <p>Technology X Reporting/data</p> <p>Other</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>	

	<p>the end users. The CCCCCO 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 trainings. We would also need funding to institutionalize the costs of data management/analysis software and staff to process the data.</p> <p>The CCCCCO could provide professional development and collegial gatherings for faculty, staff, administrators regarding implementation of AB 705 data from other colleges.</p> <p>Locally, we must continue to develop tableau visualizations and implement data coaches to make data-informed decisions.</p>		
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p><u>X Scaling in progress</u></p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College maintains an excellent relationship with the William S. Hart Union High School district, the only high school district in the SCCC. 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.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Financial resources are needed to bring the College Representative program to scale and institutionalize this essential and successful outreach program.</p> <p>Ongoing review and dialogue around concurrent and dual enrollment needs to occur to improve process, procedures, and class selection that emphasize guided pathways for</p>

		<p>The Wm. S. Hart Union High School and Santa Clarita Community College districts finalized the MOU for dual enrollment.</p> <p>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.</p> <p>Additionally, the 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. Every year the College hosts a Counselor Day for all local area HS counselors to learn more about College' programs and services.</p> <p>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.</p>	<p>students and improve articulation between high school and the college.</p> <p>Re-establish a consortium between high school and college English faculty to discuss and coordinate curricular alignment.</p> <p>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.</p> <p>Address equity gaps by Increasing population of underrepresented students within dual and concurrent enrollment courses.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020-Spring 2021</p>
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		<p>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.</p> <p>Articulated 9th grade career course with the College’s COUNS-010 (Career Exploration) course (completed spring 2017).</p> <p>COUNS-110 (Career and Life Planning) is offered at the high schools through concurrent and dual enrollment (effective fall 2018).</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <i>Fall 2019</i></p>	
<p>2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p><u>X Other</u></p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

	faculty exchanges, all carrying on-going auxiliary costs to the Pathways process that must be accounted for.	
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GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Advisor currently sees new students to help them develop a one-semester educational plan.</p> <p>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.</p> <p>The Hub is now advising and monitoring how far along a student is toward completing their program requirements (effective fall 2018) for new, returning and “undecided” students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <u>N/A</u></p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue to promote use of MAP to students.</p> <p>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.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020-Spring 2021</p>

<p>3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance <u>X Connections with other GP teams</u></p> <p>Regional training <u>X On campus /individual training</u></p> <p><u>X Technology</u> Reporting/data</p> <p><u>X Other</u></p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>We are requesting the CCCCCO coordinate a forum for exchanging pathways ideas with other colleges. During the GP webinars, it is commonplace to see glimpses of 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.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p><u>X Scaling in progress</u></p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>My Academic Plan (comprehensive education plan) is available to all students and shows their progress towards completion of their degree.</p> <p>Students who use the online comprehensive educational plan (MAP) can monitor program progress. Students who have not completed their plan</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Implement the marketing plan for the MAP product.</p> <p>Develop video on using MAP and disseminate to faculty for in-class use.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020 and beyond</p>

		<p>need to see a counselor or advisor to see their progress.</p> <p>Peer advisors conducted in-class presentations to students to use the MAP (effective fall 2017).</p> <p>Implemented MAP labs for students to meet with advisors to discuss career and major selection prior to building their MAP every Thursday and Friday.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <i>Spring 2020</i></p>	
<p>3. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>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.</p>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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 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,</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Develop Student Success Teams to assist students in need.</p> <p>Finish building out of Canyons Connects program to include system-raised flags (leveraging data in Canvas). Continue refinement of current system including importing and using the student’s preferred name. Launch the student facing Canyons Connects allowing students to self-refer and request assistance.</p>

		<p>messaging, and workflow for the Starfish program through spring 2019. The implementation and technical teams finished configuring the system May 2019. The platform was piloted and phased in at the start of fall 2019. 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.</p> <p>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).</p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	<p>Increase adoption rate and use by faculty through program promotion and training. Determine how particular classified staff might interface with the Canyons Connects programs with high risk/high need students.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020-Spring 2021 and ongoing.</p>
<p>3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>	

<p>Policy guidance Regional training X Technology X Other</p>	<p>Connections with other GP teams X On campus /individual training Reporting/data</p>	<p>To continue the work in the high support areas, we must have on-going fiscal and human resources.</p>	<p>There is a concern that early intervention may highlight students from particular backgrounds disproportionately and give messages of “kudos” primarily to students who are already advantaged to begin with. While setting the standards for messaging, it will be important to review the data, and determine strategies to encourage students with equity in mind.</p>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>A&R 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.</p> <p>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.</p> <p>The College’s First Year Promise (College Promise) program also provides students who were not accepted support and resources via the program coach.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p>Continue offering workshops and symposiums for students to transition to another program of study.</p> <p>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.</p> <p><i>Timeline for implementing next steps:</i></p>

		<p>My Major workshops inform students about their major and the careers open to them.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	<p>Fall 2020-Fall 2021</p>
<p>3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p><u>X Planning to scale</u></p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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 are returning to this practice in spring 2020 and plan to publish both fall 2020 and spring 2021 schedules in May 2020.</p> <p>The Public Information Office created a new “Schedule at a Glance” for students and community members that show which courses are offered in fall and spring terms, on which campuses and during which timeframes (morning,</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Reestablish year-long schedule for 2020-2021.</p> <p>Explore ways to engage with students on waitlists or who are failing classes to help them transition into other options.</p> <p>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.</p> <p><i>Timeline for implementing next steps: Spring 2020-Spring 2021.</i></p>

		<p>afternoon, evening, weekend and online).</p> <p>Implemented more short-term accelerated course offerings for students on a more systematic basis.</p> <p>Developed an inquiry to pull the data from the MAP to see what courses students have planned to take.</p> <p>Conducted focus groups on MAP and PIO's Schedule at a Glance. Results were used to inform marketing and other changes for MAP.</p> <p>Peer advisors conducted in-class presentations on the need to use MAP (effective fall 2017).</p> <p>Offered courses at multiple locations to provide accessibility to students to complete their program in a timely manner.</p> <p>Scheduled Math support courses right after the math course to allow for ease of scheduling.</p> <p>The College continues to grow out Open Educational Resources (OER) and our Zero Textbook Costs (ZTC) offerings for our students. Our faculty are dedicated to creating OER and ZTC to ensure</p>	
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		<p>higher education is accessible for all students.</p> <p>Provided Association of College and University Educators (ACUE) training for over 40 faculty.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	
<p>3. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training X On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>The CCCCO has provided LinkedIn learning for the CCCs. However, we need in-depth rigorous training provided, such as the ACUE training.</p> <p>We encourage the CCCCO to support the refunding of OER and ZTC in the current Governor’s budget.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>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.</p>	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>Overall, CE programs fully align curriculum with employment outcomes and Transfer programs align lower division preparation closely with upper division requirements at transfer institutions.</p> <p>The CE faculty in disciplines such as Architecture, Land Surveying, Water Technologies, Early Childhood Education, and Welding, have all developed OER and ZTC, in coordination</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Improve use of integrated and project-based learning into the curriculum of non-CTE courses and programs.</p> <p>Explore possibilities to incorporate career-preparation and professional skills development (collaboration, critical thinking, communication, etc.) into transfer curriculum.</p> <p>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.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		with industry partners, for their students. Term, if <i>at scale</i> or <i>scaling</i> : N/A	<i>Timeline for implementing next steps:</i>
<p>4. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training <u>X On campus /individual training</u> Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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. The CCCO 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.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>The funding for creation of OER and ZTC comes to an end in June 2020.</p>
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring <u>X Not systematic</u> Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>All departments have mapped to institutional outcomes. We are starting to do assessments.</p> <p>Introductory courses within our programs engage students in active and applied learning that require them to</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Begin to weave these activities into (IE)2 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.</p>

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		<p>apply critical thinking, solve meaningful problems, and work and communicate effectively. For example, 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 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.</p> <p>In fall 2018 we established an experiential learning work group and assigned our Career Technical Education dean oversight of integrative, experiential, and problem-based learning. Faculty are now engaged in this work, attending conferences spring 2019 and summer 2019 on problem-based learning and design thinking. The work group will prepare and deliver flex workshops and help train faculty on methods for including and/or expanding integrative learning into their courses.</p>	<p><i>Timeline for implementing next steps:</i> Spring 2020 and beyond.</p>

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		<p>Integration and utilization of the MakerSpace for instructional courses.</p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	
<p>4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p><u>X Regional training</u> <u>X On campus /individual training</u></p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Professional development, regionally and locally, regarding applied learning, implementation, along with on-going funding to support participation.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p><u>X Scaling in progress</u></p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Many career education programs require an internship for program completion.</p> <p>Civic Engagement is proactive in reaching out to students to get them engaged in community-based learning.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p>

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		<p>Work-Based Learning Taskforce was established to align WBL activities between the HS district and the College with industry in the Santa Clarita Valley (effective fall 2017).</p> <p>Through the Strong Workforce projects, CE students work with a Job Developer to set-up a LinkedIn profile and have the ability to complete certifications through LinkedIn Learning certifications and post to LinkedIn. In addition, CE faculty can utilize LinkedIn Learning to correspond with skill attainment in the student's program of study (effective spring 2018).</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	<p>Expand beyond CTE to non-CTE programs of study.</p> <p>Working with the faculty engaged in Integrated/Project-based Learning, CETL may explore development of workshops in use of ePortfolios and courses that help faculty learn to engage students in applied learning that includes problem solving collaboration, and communication.</p> <p>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 for OER/ZTC and used to do for Learning Community courses. Examine how the opportunities are or could be promoted to students and faculty.</p> <p><i>Timeline for implementing next steps: Spring 2020 and beyond.</i></p>
<p>4. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

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Technology Reporting/data Other			
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>Program coordinators and department chairs have been tasked with making improvements in this area, primarily to ensure accreditation compliance.</p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p>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.</p> <p><i>Timeline for implementing next steps: Spring 2020 and beyond.</i></p>

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<p>4. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>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.</p> <p>Faculty have also attended workshops where they have opted in to disaggregate their own success data by race/ethnicity (summer2018).</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020 and beyond.</p>

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<p>4. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>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.</p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The College is developing digital badging through noncredit offerings.</p> <p>Expand beyond CTE to non-CTE programs of study.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
	At scale	<p>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.</p> <p>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).</p> <p>The College has a Student Development transcript that reflects the out of classroom experience the student has completed while at College of the Canyons. This is used for both employers and transfer institutions</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	<p>Launching ePortfolio initiative (PebblePad) in Spring 2020.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020 and beyond.</p>

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<p>4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training <u>X On campus /individual training</u></p> <p><u>X Technology</u> Reporting/data</p> <p><u>X Other</u></p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>We plan to launch a new ePortfolio product in the near future. 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 CCCC, 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.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>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 long-term commitment to update and improve the product to meet local needs.</p>
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE</p>	<p><i>Place an X next to one:</i></p>	<p><i>Progress to date: (2,500 character)</i></p>	<p><i>Next steps: (1,000 character)</i></p>

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<p>or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p>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.</p> <p>IRPIE created a meta-analysis of campus-wide surveys and internal data to create an expanded Data Highlights document with pertinent institutional data on our student population: https://www.canyons.edu/resources/documents/administration/irpie/datahighlights2019final.pdf This document includes data on outcomes and profile of our special populations.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	<p>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.</p> <p>When the surveys/evaluations are complete, recommend professional development or CETL to examine and address results.</p> <p><i>Timeline for implementing next steps: Spring 2020 and beyond.</i></p>							
<p>4. g. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams									
Regional training	On campus /individual training									
Technology	Reporting/data									
Other										

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	<i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.</i>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<p><i>Place an X next to one or more:</i></p> <p><input checked="" type="checkbox"/> Student survey(s)</p> <p><input checked="" type="checkbox"/> Students serve on campus GP advisory committee(s)</p> <p><input checked="" type="checkbox"/> Student focus groups</p> <p>Other:</p>
	<p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>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, 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.</p> <ul style="list-style-type: none"> • 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 many more. • We have hosted many focus groups related to meta-majors, math and AB705, 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. <p>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.</p>

COURSE ALIGNMENT	<p><i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i></p> <p><i>Course Alignment - Details: (1,000 character)</i></p> <p>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.</p>

Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	<p>Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor’s Office will not share the information with outside parties without first obtaining your college’s consent. Note: All fields are required should you choose to include a success story.</p>
<i>Title:</i>	
<i>Follow-up Contact Person(s): Paul Wickline</i>	
<i>Challenge: (1,000 character)</i>	

Success Story: (10,000 character)

Outcomes: (1,000 character)

Vision for Success Goals. Please select the goals that apply to this success story. Place an X next to one or more

1. 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. 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. 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