



**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: West Hills College Lemoore

Date: 1/20/2020

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 is has made plans to implement the practice at scale and has started to put these plans into place |
| <i>Scaling in progress</i> | Implementation of the practice is in progress for all students |
| <i>At scale</i> | Practice is implemented at scale—that is, <u>for all students in all programs</u> of study |

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

Equity Considerations

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

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

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 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 |
|---|---|---|--|
| <p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p> | | | |
| <p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? | | | |
| <p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p> | <p>Place an X next to one:</p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ol style="list-style-type: none"> 1. The District redesigned the College web site in Fall 2017 to include the College’s proposed meta-majors. There are 12 meta-majors resulting from that process. 2. Faculty provided input on meta-majors. This input has driven the creation of Success teams which have been renamed to completions teams aligned with meta-majors. Each team is made up of a learning area counselor, academic advising specialist and a data coach. | <p><i>Next steps: (1,000 character)</i></p> <ol style="list-style-type: none"> 1. Use completion teams to assist with developing strategies to increase the number of students who have a comprehensive education plan developed. 2. Align meta-majors with the application process through MyPath. This would provide front end guidance in the decision making for students during the onboarding process. <p><i>Timeline for implementing next steps:</i> Ongoing</p> |

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| | | Term, if <i>at scale</i> or <i>scaling</i> : Spring 2014 | |
| <p>1. 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 X On campus /individual training X Technology Reporting/data Other</p> | | <p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Systems integration and meeting training needs both Faculty, staff and community partners.</i></p> | <p><i>Support Needed – Detail: (1,000 character)</i></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 Not systematic Planning to scale X Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ol style="list-style-type: none"> Faculty engage systematically in the program review process, as well as in industry or educational advisory groups. All CTE academies are motivated by local labor market data. CTE Coordinator was hired to facilitate the collaboration between community, Industry and faculty to develop opportunities for students entering the workforce. Our Associates Degrees for Transfer prepare students to transfer and further their education. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p> | <p><i>Next steps: (1,000 character)</i></p> <ol style="list-style-type: none"> Work towards making each program of study viable by including local universities and/or business and industry endorsements. Strengthen partnerships with industry stakeholders hiring students and solidify and mentorship/apprenticeship program. Develop collaboration on campus and external partners for work based learning opportunities for students. <p><i>Timeline for implementing next steps:</i> Spring 2021</p> |

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| <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><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 Planning to scale X Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ol style="list-style-type: none"> When the District redesigned the College website, it included general transfer and employment opportunities. This information stems largely from program descriptions adopted through the curricular process and general labor market information. On the website, you will find area descriptors, program options, related careers, and helpful resources such as, transfer, internship, and financial aid. <p><i>Term, if at scale or scaling:</i> Fall 2018</p> | <p><i>Next steps: (1,000 character)</i></p> <ol style="list-style-type: none"> Work towards making each program of study relevant by including partner transfer universities and/or career outlook information. Information on website needs to remain current, accessible and relevant. <p><i>Timeline for implementing next steps:</i> Ongoing</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 Regional training X On campus /individual training Technology Reporting/data Other</p> | | <p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Work needed to develop partnerships which will drive support for work based learning opportunities.</i></p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> |

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|--|--|--|--|--------------------------------|------------|----------------|-------|--|---|--|
| <p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ol style="list-style-type: none"> The College mapped out all programs of study starting in the 2017-18 catalog. Since then, the College has moved to an online catalog. Each program of study has an outlined sequence of courses needed to complete each program. Modifications have been made to reflect compliance with AB 705 mandates. <p><i>Term, if at scale or scaling:</i> Fall 2017</p> | <p><i>Next steps: (1,000 character)</i></p> <ol style="list-style-type: none"> Ensure that all programs of study course sequences have been updated in the catalog to reflect changes from AB 705. Continue to update changes to the catalog as defined by curriculum. Although progress has been made, work on making the site to be student friendly and readily accessible is needed and should be an ongoing project. <p><i>Timeline for implementing next steps:</i> 2019-2020/Ongoing</p> | | | | | | | |
| <p>1. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | Other | | <p><i>Challenge or barrier: (1,000 character)</i></p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | |
| Regional training | On campus /individual training | | | | | | | | | |
| Technology | Reporting/data | | | | | | | | | |
| Other | | | | | | | | | | |
| <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 Not systematic Planning to scale Scaling in progress</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Faculty have identified the recommended math for each program of study for inclusion in the 2019-20 catalog, as well as publicizing this broadly for student consumption. Math</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Continue to ensure that changes are reflected appropriately in marketing, web, and catalog materials.</p> | | | | | | | |

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| | X At scale | has been aligned with the following fields of study: 1) Arts, language and communication; 2) Education; 3) Business, Hospitality Management, Information Communication Technology, Public Safety, Social Science, Health Careers, and Child Development; 4) Science, Technology, Engineering and Math. Term, if at scale or scaling: <i>Fall 2019</i> | <i>Timeline for implementing next steps: Fall 2020</i> |
| 1. e. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other | <i>Challenge or barrier: (1,000 character)</i> | <i>Support Needed – Detail: (1,000 character)</i> | |

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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 Not systematic Planning to scale X Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ol style="list-style-type: none"> All new students, particularly high school students, are encouraged to work with college staff to explore college/career options, choose a program of study, and develop a comprehensive student education plan as soon as possible. This is a part of our pre-enrollment services provided at the local feeder high schools to provide an early registration opportunity. The college piloted a career planning class targeting high school seniors at one of their local feeder high schools in Spring 2019 to support selection of the appropriate program of study and math pathway, if | <p><i>Next steps: (1,000 character)</i></p> <ol style="list-style-type: none"> Continue to improve onboarding process for all high school students using career planning course and/or CaliforniaColleges.edu. Consider onboarding approach for first time students that are not coming directly from local feeder high schools. Implement MyPath as an onboarding tool to inform educational goals. Continue to bring the career planning course to scale with all feeder schools. <p><i>Timeline for implementing next steps: 2019-2020</i></p> |

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|--|---|--|--|
| | | <p>applicable, prior to registering for 2019-20. Of the 27 students who enrolled in the pilot, 25 continued with the same major 1 changed major within that same meta-major and once changed program of study into a different meta-major. Scaling to all feeder schools is in progress.</p> <p>3. The College has become an affiliate member with the College and Career Guidance Initiative (CCGI) which will facilitate career advising between high school and college.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2014</p> | |
| <p>2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| <p>b. 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 Not systematic</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>1. The College has implemented supplemental instruction and tutoring in a variety of subjects</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Continue to evaluate the effectiveness of these special support course. If successful, funding for these courses will need to be established.</p> |

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|--|--|--|---|
| | Planning to scale X Scaling in progress At scale | <p>both face to face and online using NetTutor. Major program areas typically include English, math, and college success for where support is available.</p> <p>2. Two disciplines have created a learning communities where college success is connected to an introductory course. Within CTE, instructional aides are available within business, hospitality, automation, and paramedic.</p> <p>3. “Gateway” courses have been identified which offer students the option to enroll in a co-requisite support course designed to provide assistance.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p> | <p><i>Timeline for implementing next steps:</i></p> |
| <p>2. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>Continued funding for support courses.</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |

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|--|--|---|--|--------------------------------|------------|----------------|-------|--|--|--|---|
| <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: Not occurring Not systematic Planning to scale X Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ol style="list-style-type: none"> The College math faculty have completed significant work in preparation of AB 705. All transfer level math courses have been redesigned, including access to support courses to assist students in completing college level math by the end of their first year. Supplemental instruction leaders provide integrated tutoring and academic support to assist students while they are in their courses. <p><i>Term, if at scale or scaling: Fall 2019</i></p> | <p><i>Next steps: (1,000 character)</i></p> <ol style="list-style-type: none"> Continue to ensure that changes are reflected appropriately in marketing, web, and catalog materials. Evaluate effectiveness of math support courses and utilization of supplemental instruction and tutoring Explore guidance for math readiness vs self-placement. <p><i>Timeline for implementing next steps: Ongoing</i></p> | | | | | | | | |
| <p>2. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | Other | | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | | |
| Regional training | On campus /individual training | | | | | | | | | | |
| Technology | Reporting/data | | | | | | | | | | |
| Other | | | | | | | | | | | |
| <p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year.</p> | <p>Place an X next to one: Not occurring Not systematic</p> | <p><i>Progress to date: (2,500 character)</i> The College English faculty have been implementing a co-requisite English model since Fall 2016. As a result,</p> | <p><i>Next steps: (1,000 character)</i> Continue to ensure that changes are reflected appropriately in marketing, web, and catalog materials.</p> | | | | | | | | |

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|---|---|--|--|
| | | provide intrusive counseling and other non-academic support Term, if <i>at scale</i> or <i>scaling</i> : | 2019-2020 |
| 2. e. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other | | <i>Support Needed – Detail: (1,000 character)</i> | <i>Challenge or barrier: (1,000 character)</i> |
| f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college. | <i>Place an X next to one:</i> Not occurring Not systematic Planning to scale X Scaling in progress At scale | <i>Progress to date: (2,500 character)</i> 1. The College has developed strong partnerships with feeder high school and continue to modify practices to support students in making informed college and career choices. College staff have worked with high school students providing pre-enrollment support in preparation of early registration and participation in our annual spring kick-off event called Eagle Dayz. 2. The College has also expanded dual enrollment, particularly in | <i>Next steps: (1,000 character)</i> 1. Explore collaborative messaging to students and families regarding opportunities within the community college. 2. Collaborate with HS districts on curricular alignment within math and English to support college readiness. <i>Timeline for implementing next steps:</i> 2019-2020 |

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| | | <p>CTE, and even piloted a career planning class targeting high school seniors in Spring 2019 to support selection of the appropriate program of study and math pathway, if applicable, prior to registering for 2019-20.</p> <p>3. High partnerships with the intent to align curriculum, programs and support from K-12 through Community college.</p> <p>Term, if <i>at scale</i> or <i>scaling</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>Other</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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| <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 X Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ol style="list-style-type: none"> 1. College counselors and advisors have access to declared programs and knowledge towards completion of that program for a student. 2. The college is currently working with the district to complete a comprehensive audit system to allow counselors and advisors to accurately track academic progress. 3. In the fall of 2020 the college start its next phase of case management using Civitas Next Gen. Completion teams have been developed within student services to follow up with student progress toward their goals. This includes looking at historical and live data with relation to academic progress. Democratizing the data has | <p><i>Next steps: (1,000 character)</i></p> <ol style="list-style-type: none"> 1. Work with District to identify options available for counselors and advisors to monitor program progress. 2. Continue to make improvements to the degree audit system and student planner. <p><i>Timeline for implementing next steps:</i> ongoing</p> |

| | | | |
|--|--|--|--|
| | | <p>allowed for better communications between constituents on campus whom a particular student interact.</p> <p>4. Improvements remain to be made on the student planner platform which provides a comprehensive degree audit.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | |
| <p>3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| <p>b. 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 X Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Students have the ability to see how far they have come and what they will need to do to complete their program within “My Progress” in their portal self-service tools. Student also have the ability to run scenarios with other programs of study. This platform will continue to be updated to current curricular changes.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Work with District to identify options available to provide alerts to counselors and advisors when a student falls off track. Formalize processes that ensure supports and services are provided in a proactive and explicit manner that is aligned with instruction.</p> <p><i>Timeline for implementing next steps:</i></p> |
| <p>3. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> | | | |

| Policy guidance Regional training Technology Other | Connections with other GP teams On campus /individual training Reporting/data | <i>Support Needed – Detail: (1,000 character)</i> | <i>Challenge or barrier: (1,000 character)</i> |
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| <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> Not occurring X Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ol style="list-style-type: none"> In Fall 2018, the College implemented a campus-wide case management approach involving all faculty, staff, and administrators using Inspire for Advisors. Everyone is a retention coach in this model and each contribution provide a comprehensive picture of a student’s progress toward their goal. Fall 2020 will be the start of the Civitas Next Gen case management system. The intent of the system is to provide a much more robust way to track student progress and develop strategies to provide a holistic approach to assist students overcome barriers which may affect their goal attainment. <p><i>Term, if at scale or scaling:</i> Fall 2018</p> | <p><i>Next steps: (1,000 character)</i></p> <ol style="list-style-type: none"> Work with District to identify options available to provide alerts to counselors and advisors when a student falls off track. Civitas Next Gen implementation - Formalize processes that ensure supports and services are provided in a proactive and explicit manner that is aligned with instruction and student services. Continue to make improvements to the degree audit system and student planner <p><i>Timeline for implementing next steps:</i> Fall 2020</p> |
| <p>3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> | <p>Policy guidance Connections with other GP teams</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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| Regional training Technology Other | On campus /individual training Reporting/data | | |
| 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 | <i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale Scaling in progress At scale | <i>Progress to date: (2,500 character)</i> 4. The College’s registered nursing program provides alternatives to applicants that do not get accepted into the program. Students who initially apply to the college are reassigned to the allied health program. While in the program they meet with an assigned counselor who provides guidance to complete the pre-requisite courses and/or redirect them to alternate major leading to graduation and/or transfer. 5. Students may also obtain more career related support through counseling and the Workforce Internship Network (WIN) Center. <i>Term, if at scale or scaling:</i> Fall 2018 | <i>Next steps: (1,000 character)</i> 1. Work with District office to automate process by which students are assigned the nursing major. Those students who have not met the required course to apply to the program would be automatically reassigned to a different major other than Nursing. <i>Timeline for implementing next steps:</i> Spring 2021 |
| 3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Regional training Technology Other | Connections with other GP teams On campus /individual training Reporting/data | <i>Support Needed – Detail: (1,000 character)</i> | <i>Challenge or barrier: (1,000 character)</i> |
| e. The college schedules courses to ensure students can take the courses they need | <i>Place an X next to one:</i> | <i>Progress to date: (2,500 character)</i> | <i>Next steps: (1,000 character)</i> |

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| <p>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>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p> | <ol style="list-style-type: none"> 1. The District implemented year round registration, REG365, in the 2014-15 academic year. The College published their course sequences starting in the 2017-18 catalog. Since then, the College has developed its year-long schedule using the recommended sequence and making modifications to courses offerings based on demand and enrollments (short term, evening, and weekend). 2. Students have the ability to plan their lives around school from one term to the next and timely completion has increased. Marketing our open educational resources (OER) and zero textbook degrees (ZTC) have also provided students a means to complete their programs with little worry around financial costs. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2017</p> | <ol style="list-style-type: none"> 1. Work towards managing and connecting course scheduling with student needs. Work with District to gain information from student educational plans or informed educational goals/program to inform enrollment needs <p><i>Timeline for implementing next steps:</i> Ongoing</p> | | | | | | |
| <p>3. e. 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> </table> | | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
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| Regional training | On campus /individual training | | | | | | | | |
| Technology | Reporting/data | | | | | | | | |

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| Other | | |
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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 |
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| <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 Not systematic Planning to scale X Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>The District purchased a comprehensive product called eLumen for curriculum, learning outcomes, program review, and budget allocation in 2017. The College has spent the last two years implementing eLumen and started first with learning outcomes. The leadership provided within the Student Learning Outcomes Committee (SLOC) supports faculty and staff in the development of all types of learning outcomes, and opportunities are provided to allow dedicated time to work on tasks related to aligning course student learning outcomes with the program requirements for success in further education and employment.</p> <p><i>Term, if at scale or scaling:</i> Fall 2018</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Review and revise all outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p><i>Timeline for implementing next steps:</i> Ongoing</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 |
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| <p>4. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| <p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>The College has identified the following knowledge, skills, abilities, and attitudes that students should master as a result of their overall college experience: communication competency, analytical inquiry, information competency, quantitative reasoning, ethical reasoning, ability to engage diverse perspectives, and personal, academic, and career development. These are our institutional learning outcomes.</p> <p><i>Term, if at scale or scaling:</i> Fall 2017</p> | <p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></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 Regional training On campus /individual training Technology Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| <p>c. Students have ample opportunity to apply and deepen knowledge and skills</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>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>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p> | <p>The CTE area is where majority of these opportunities exist, however, many faculty outside of CTE have incorporated project based learning and service learning in to their courses to enhance classroom experiences. Occupational and general work experience courses are required for majority of CTE certificate programs. Clinical placements are mandated and coordinated for students within the nursing, emergency response, and paramedic fields. Partnerships with industry have led to development of internship opportunities.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2017</p> | <p>Encourage all disciplines/programs to engage in applied learning opportunities that will enhance their learning of course content.</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p> | | | | | | | | |
| <p>4. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | Other | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | | |
| Regional training | On campus /individual training | | | | | | | | | | |
| Technology | Reporting/data | | | | | | | | | | |
| Other | | | | | | | | | | | |
| <p>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 Planning to scale X Scaling in progress</p> | <p>Progress to date: (2,500 character) All faculty and programs assess their effectiveness during consistent and ongoing cycles. Time is dedicated to understand the overall contributions that students gain across disciplines for</p> | <p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></p> | | | | | | | | |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
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| | At scale | <p>program and institutional alignment. The SLOC helps to ensure that learning outcomes are tracked and used to improve the overall effectiveness.</p> <p>Term, if at scale or scaling: Fall 2018</p> | |
| <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> | | Support Needed – Detail: (1,000 character) | <i>Challenge or barrier: (1,000 character)</i> |
| <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 Planning to scale X Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>The College has consistently used program review, which incorporates learning outcomes, as a guide for improving teaching and learning and for designing professional development opportunities. Other trainings on and off campus are available to faculty, staff, and administrators to promote the College’s strategic goals, needs and priorities as identified in integrated plans, program review, and other intentional processes (such as, evaluations and special projects/initiatives). These opportunities</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Engage in continuous dialogue regarding outcomes to inform professional development and changes to course and program content</p> <p><i>Timeline for implementing next steps:</i> Ongoing</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 |
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| | | are typically centered on supporting and improving teaching and learning, learning new technology or programs for teaching or student centered systems that provide information or support, and around data Term, if <i>at scale</i> or <i>scaling</i> : Fall 2017 | |
| 4. e. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other | | <i>Support Needed – Detail: (1,000 character)</i> | <i>Challenge or barrier: (1,000 character)</i> |
| f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. | <i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale | <i>Progress to date: (2,500 character)</i> The College implemented a new prior learning assessment program so that students to earn credit for the skills and knowledge they've earned outside of the classroom. A portfolio assessment is available to students and allows them to showcase experience or training they've had that could be considered the equivalent of a current West Hills course. If approved, the student would earn academic credit for the equivalent of that course. | <i>Next steps: (1,000 character)</i> <i>Timeline for implementing next steps:</i> |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
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| | | Term, if <i>at scale</i> or <i>scaling</i> : Fall 2018 | |
| 4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other | | <i>Support Needed – Detail: (1,000 character)</i> | <i>Challenge or barrier: (1,000 character)</i> |
| g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. | <i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale | <i>Progress to date: (2,500 character)</i> The College has utilized a variety of tools to assess the effectiveness of educational practice, such as the CCSSEE, ATD ICAT, focus groups, and student surveys. The findings have been used for planning purposes as well as for creating targeted professional development and awareness among all faculty and staff. Term, if <i>at scale</i> or <i>scaling</i> : Spring 2018 | <i>Next steps: (1,000 character)</i> Engage in continuous dialogue regarding survey outcomes to inform professional development. <i>Timeline for implementing next steps:</i> Ongoing |
| 4. g. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other | | <i>Support Needed – Detail: (1,000 character)</i> | <i>Challenge or barrier: (1,000 character)</i> |

Additional REQUIRED questions:

| Student Engagement and Support | |
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| STUDENT ENGAGEMENT | <i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.</i> |
| In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required) | <i>Place an X next to one or more:</i> <input checked="" type="checkbox"/> Student survey(s) <input checked="" type="checkbox"/> Students serve on campus GP advisory committee(s) <input checked="" type="checkbox"/> Student focus groups Other: |
| | <i>Engagement Efforts - Details: (1,000 character)</i> |
| COURSE ALIGNMENT | <i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i> |
| | <i>Course Alignment - Details: (1,000 character)</i> |

Additional OPTIONAL questions:

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| Success Story |
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| 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. |
| <i>Title:</i> | |
| <i>Follow-up Contact Person(s):</i> | |
| <i>Challenge: (1,000 character)</i> | |
| <i>Success Story: (10,000 character)</i> | |
| <i>Outcomes: (1,000 character)</i> | |
| <p><i>Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:</i></p> <ul style="list-style-type: none"> Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU Decrease the average number of units accumulated by California Community College students earning associate degrees Increase the percent of exiting CTE students who report being employed in their field of study Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults | |