

Riverside City College
GUIDED PATHWAYS SELF-ASSESSMENT TOOL
 Self-Assessment Outline

Key Element		Scale of Adoption			
		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry			X	
	2. Shared Metrics				X
	3. Integrated Planning				X
Design	4. Inclusive Decision-Making Structures			X	
	5. Intersegmental Alignment			X	
	6. Guided Major and Career Exploration Opportunities		X		
	7. Improved Basic Skills			X	
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports		X		
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development			X	
	12. Aligned Learning Outcomes			X	
	13. Assessing and Documenting Learning			X	
	14. Applied Learning Opportunities		X		
Overall Self-Assessment				X	

Self-Assessment Items

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>1. CROSS-FUNCTIONAL INQUIRY</p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p>○ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p>	<p>○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p>○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>

Please respond to the following items (500 word maximum per item)

- Please briefly explain why you selected this rating.

Cross-functional teams are focused around certain tasks within the Guided Pathways framework. Students have participated in focus groups related to student equity issues, contributed to guided pathways discussions, and participated in surveys of engagement. RCC has consistent discussion around guided pathways but needs to continue to build upon the student voices.

- Describe one or two accomplishments the college has achieved to date on this key element.
 - Cross-functional teams are in place and meeting regularly for Student Equity, College Readiness Pathways, CTE Pathways, Transfer Pathways, and College Promise.
 - Data and research results are utilizing in planning and decision-making
 - The Program Assessment Workgroup has made excellent use of the appreciative inquiry model.

 - Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - One challenge is to include more cross-functional groups and to more consistently include students. Students are included in the Strategic Planning Councils, but many of the workgroups are just forming and will need cross-functional teams.
 - Data are used somewhat unevenly among units.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>2. SHARED METRICS</p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p>	<p>○ Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>○ College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>○ College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

RCC utilizes shared metrics and disaggregated data across initiatives and programs. Disciplines, departments, divisions, and areas utilize data and shared metrics as part of the integrated program review and planning process; this process focuses on equitable outcomes for students. The college regularly reviews standards, targets, and progress on KPIs as part of the strategic planning processes and retreats.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- All college plans are grounded in data analysis with clear targets for initiatives and activities.
- IEPI metrics are discussed widely by college constituencies

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- Tracking data for employment is a challenge for some CTE programs.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>3. INTEGRATED PLANNING</p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation 	<p>○ College is currently not integrating or planning to integrate planning in the next few months.</p>	<p>○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p>	<p>○ Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are</p>	<p>○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key</p>

<p>Program (BSI/BSSOT)</p> <ul style="list-style-type: none"> • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 			<p>beginning to routinely inform and engage their constituents around integrated planning.</p>	<p>overarching strategies across the main college initiatives.</p> <p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

RCC's strategic plan focuses on goals of student access, success, and equity, with Completion Counts through Pathways as the overarching framework for planning. All other college plans revolve around this core, supporting the strategic plan and the educational master plan. The college restructured its committees and councils to underpin the strategic planning process and to monitor and assess progress. Institutional structures are in place for both a horizontal alignment (e.g., pathways groups) and vertical integration (e.g., divisional deans) of college goals, initiatives, and strategies.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- RCC has a very strong planning core culture.
- Plans are integrated around the guided pathways framework.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- Additional consensus building is needed; some pockets of lack of clarity about guided pathways still exist.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<ul style="list-style-type: none"> ○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort. 	<ul style="list-style-type: none"> ○ Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums. 	<ul style="list-style-type: none"> ○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes. 	<ul style="list-style-type: none"> ○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice). <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

RCC has identified key leaders as part of its Guided Pathways Core Group. Additional student voice is needed in this core group. Some mechanisms for gathering and infusing college-wide input, such as retreats, Department Leadership Council meetings, FLEX day activities, have been identified, but processes for providing input could be more explicit.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- RCC has a strong commitment to inclusive decision-making structures as evidenced by its strategic planning structure and processes.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- One challenge is to include more cross-functional groups and to more consistently include students.
- Some mechanisms for infusing college-wide input are not explicit.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i></p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p>○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
 - Some pathways have been identified
 - Partnerships and articulation agreements with 21 UC and 22 CSU systems are in place
 - Collaboration on pathways with UC Riverside in progress
 - MOUs for math and English course work at high schools are limited; a better college-wide infrastructure needs to be in place
 - College needs to build on dual enrollment and develop CCAP agreements to help students complete programs of study while still in high school
 - College needs to increase HS/CC curriculum alignment (happening sporadically but not systematically)
2. Describe one or two accomplishments the college has achieved to date on this key element.
 - CTE has established relationships with local High Schools to provide opportunities for students to enter CTE programs based on their interests.
 - Additional discussions have occurred with Articulation between HS and RCC.
 - Some programs have integrated industry certifications included in pathways.
 - Concurrent and Dual Enrollment discussions have been fruitful and beneficial for students (e.g., CTE)
 - Multiple events have been offered within CTE to draw attention to programs for High school junior females and High school senior students.
 - College Promise – including 700 first-time students who are college level and enrolled full-time
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - Why do students earn more credits than required for a degree? Taking electives which may or may not transfer (depending on the UC) is part of the reason. Next steps include continued streamlining work with 4-year partners, improved advising, and getting students on a clearly mapped pathway as early as possible. Next step is to improve course scheduling and educational planning (EduNAV) so that students can get courses needed.
 - RCC needs to streamline the path for both full-time and part-time students including better defining clear curriculum paths to achieve their degrees. The pathways maps need to identify clear milestones for students.
 - CTE is working to better sequence courses. All academic areas need to address the sequencing and regularity of course offerings.
 - RCC needs a regular process by which the pathways are reviewed and updated as well as individuals who are responsible for each of these program pathway assessments. Need to incorporate into program review and planning process.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student's college experience.</p>	<p>○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.</p>	<p>○ Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p>○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p>	<p>○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.</p> <p>Student input is systematically included into the process.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

At its strategic planning retreat held on October 27, 2017, the college held an exercise to develop academic clusters and align programs to the clusters. A clustering activity with students will be held on December 1, 2017, to further refine the clusters. Clusters will be reviewed at the spring FLEX day in February.

- Scale, particularly for CA Guided Pathways
- Continue to provide students the support they need to enter limited access programs.
- Some LHSS programs have a course rotation, but these sequences are not necessarily linked to programs.
- Inconsistent mapping of when courses within programs should be taken; therefore, each CTE program is currently looking at new strategies to ensure that students are strategically completing programs. Other college programs need to develop mappings of when courses should be offered/taken
- CCSSE and other student feedback about career exploration is uneven. Students are saying that they don't have as much time to explore careers and options as they need.
- Students in special programs get this support as well as CTE students.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- CTE has a good plan and model in place including rotations.
- Educational plans are being developed for every student through Counseling.
- SEP numbers have been increased significantly and the college is making significant progress to develop curriculum plans.
- On a systematic scale, the college has created a significant amount of infrastructure designed to support students in these aspects. However, many students aren't necessarily taking advantage of these resources.
- Educational Advisors provide students with information pertaining to their proposed/chosen program of study. They provides options for students whether they are interested in certificates or degree patterns.
- Employment Placement Coordinator provides potential employment information to students who have selected areas of study and interest.
- CTE – educational advisors help students identify alternative programs and counsel students about practicalities
- Counselors work with students based on placement
- Ed Advisors help students identify alternative programs when they are unlikely to be admitted into limited access programs. Additionally, Ed Advisors provide students plans for completing courses that would prepare them for entry into the limited access programs.
- Fall 2017 – All CTE programs will have integrated brochures developed that annotate their certificate and degree patterns, along with Labor Market data and employment possibilities.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - 1st semester, 2nd semester, etc. sequence needs to be identified for programs where this is appropriate.
 - Discipline faculty leads will work with counselors to identify pathways – and alternatives – to help students have options for courses depending on what is available, demand, etc.
 - Discipline faculty leads and Counselors will work with each of the Programs to identify general education courses which are “preferred” for each of these programs (Guided Pathways Demystified recommendation)
 - Fall 2017 – Spring 2018 - Develop accelerated models in all CTE programs, considering sequences in courses. Continue to pursue accelerated models in precollege course sequences and other programs where appropriate.
 - Moving career exploration to the beginning of a student’s experience, versus at the end, will create better linkages between career and academic achievement.
 - RCC needs to better connect disciplines to future careers.
 - Academic programs need to clearly articulate skill sets and pathways available – by program – for students who complete each of these programs.
 - “Designed for Success” forms will be given to each student in all of the CTE Intro classes so that the Ed Advisor and the Employment Placement Coordinator can work with students to provide them opportunities in employment and for further college success.
 - Help students “narrow” their preferences based on meta-majors
 - Continue to provide students the support they need to enter limited access programs.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>7. IMPROVED BASIC SKILLS</p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental 	<p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p>	<p>○ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p>	<p>○ College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p>	<p>○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p>

sequence <ul style="list-style-type: none"> • Curricular innovations including creation of math pathways to align with students' field of study. 				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The college is in full-scale implementation of the Multiple Measures Assessment Project, which utilizes high school performance for student placement in math, English, and reading courses. Both math and English have developed accelerated pathways for students and are exploring co-requisite remediation. The math department has a pre-statistics pathway and is exploring a Statways and/or Quantways pathway.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- Pilots for acceleration exist and data are being collected on their success
- Curriculum re-design in English, math, reading, ESL
- Co-curricular support through categorical funding (peer mentors, SI, engagement centers)
- Strong Workforce is developing student success liaisons
- Supplemental Instruction has been utilized in limited courses; however, the success rates associated with classes that have included supplemental instruction have higher completion and success rates.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - Math pathways exist but are mostly traditional and need further work to be fully aligned with students' field of study.
 - Divisions need to identify gateway courses outside of math and English
 - Re-work current SI program to more closely align with the needs of all programs. Follow Student Success Liaison proposal within CTE to support students, not only in the classroom, but outside as well.
 - The Math Department, Counselors, Deans, and VPs need to review and revise offerings to match need, demand, and articulation recommendations
 - The Math Department needs to not only expand the number of sections offered but also the options for meeting the quantitative reasoning requirements
 - Humanities and Fine & Performing Arts disciplines need to have conversations about what math competencies are needed to be successful
 - Need additional research about co-requisites and other support options.
 - Need to better leverage lessons learned from pilots and scale up
 - Re-work current SI program to more closely align with the needs of CTE and all other programs. Follow Student Success Liaison proposal within CTE to support students, not only in the classroom, but outside as well.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>8. CLEAR PROGRAM REQUIREMENTS <i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes.</p>	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Some programs have clear maps (e.g., ADTs, pathways to UCR, CTE), but teams of cross-disciplinary faculty still need to work together to identify general education options aligned to each major. A college-wide “Mapping Day” is scheduled for January 2018. The college is working to develop a year-long schedule and implement an online student educational planner to help students plan and complete programs in a more timely manner.

- Discipline faculty leads will work with counselors to identify pathways – and alternatives – to help students have options for courses depending on what is available, demand, etc.
- Discipline faculty leads and Counselors will work with each of the Programs to identify general education courses which are “preferred” for each of these programs (Guided Pathways Demystified recommendation)
- Some Languages, Humanities, and Social Sciences programs have a course rotation, but these sequences are not necessarily linked to programs.
- Fall 2017 – Spring 2018 - Develop accelerated models in all CTE programs, considering sequences in courses. Continue to pursue accelerated models in precollege course sequences and other programs where appropriate.
- Transportation pathway regional project being proposed linking CTE and academic programs. Once implemented, will leave to a 1 + 1 (HS and CC) to certificate
- Increasing HS / CC curriculum alignment (happening sporadically but not systematically)
- Build on concurrent and dual enrollment to help students to complete programs of study while still in high school.
- Build programs and pathways that are in an accelerated format.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- CTE has a good plan and model in place including rotations.
- Educational plans are being developed for every student through Counseling.
- College Promise – including 700 first-time students who are college level and enrolled full-time
- CTE has established relationships with local High Schools to provide opportunities for students to enter CTE programs based on their interests.
- Additional discussions have occurred with Articulation between HS and RCC.
- Concurrent and Dual Enrollment discussions have been fruitful and beneficial for students (e.g., CTE)
- Multiple events have been offered within CTE to draw attention to programs for High school junior females and High school senior students.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - Sequencing is uneven. Different disciplines have different needs for sequencing competencies. 1st semester, 2nd semester, etc. sequence needs to be identified for programs where this is appropriate.
 - Inconsistent mapping of when courses within programs should be taken; therefore, each CTE program is currently looking at new strategies to ensure that students are strategically completing programs. Other college programs need to develop mappings of when courses should be offered/taken
 - MOUs for math and English course work at high schools are limited; a better college-wide infrastructure needs to be in place

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p>○ College is currently not implementing or planning to implement proactive and integrated student supports.</p>	<p>○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and support services.</p>	<p>○ Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>	<p>○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

RCC has created collaborative teams of counselors, educational advisors, faculty advisors, librarians, and peer mentor to provide integrated and comprehensive academic support for students in the broad “highways” of STEM; Fine and Performing Arts; CTE; and Languages, Humanities, and Social Sciences. Collaboration occurs between instructional support and student support services, particularly through the Student Access and Support Strategic Planning Council. RCC has an Early Alert process, but it needs to be revamped and provide alerts at various key points during each semester/session.

- Most students who receive this form of support are those who sign a contract or are involved in categorical programs.
- An Early Alert system is in place, but is not necessarily effective. Students are often contacted through this system, to see their instructor, and many times they automatically assume the worst, and drop the course.
- Students within EOPS and Athletics, have grade reports required to monitor their progress through courses. Additional institutionalized mechanisms should be put in place to mirror what these other programs are doing. This would allow students the ability to log in and monitor their own progress at any time.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- Educational Advisors provide support to students from the initial contact through program completion.
- EduNav is being implemented on a small scale. If the pilot is successful and fully implemented, this system will improve the college’s ability to track and monitor students.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- The ability to monitor all students on an on-going basis is a significant gap.
- Every student in the Guided Pathways program needs to be tracked and monitored (Academic Support Teams, EduNav)

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> ● Link student demand to scheduling ● Ability for students to monitor schedule and progress (e.g., Degree Audit) System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.) ● Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) ● Others 	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>○ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and providesome timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

RCC has some technology tools in place to support tracking student progress but additional tools are needed. The college is in a pilot phase with EduNav, a student online planning tool that can help track student progress and provide important planning information for enrollment management purposes. An Early Alert system is in place, but is not necessarily effective. Students are often contacted through this system, to see their instructor, and many times, they automatically assume the worst, and drop the course. The Early Alert system provides only one alert during the semester.

2. Describe one or two accomplishments the college has achieved to date on this key element.
 - Educational Advisors provide support to students from the initial contact through program completion.
 - Students within EOPS and Athletics, have grade reports required to monitor their progress through courses. Additional institutionalized mechanisms should be put in place to mirror what these other programs are doing. This would allow students the ability to log in and monitor their own progress at any time.
 - The college has begun to link student demand more closely with scheduling through the College Promise.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - The ability to monitor is a significant gap – any student with an Educational Plan, should know how far they have come and what they need to do to complete.
 - The website is poor in how it communicates to college constituencies, especially students. CTE has some content, but many programs haven't developed employment, future career information, etc. The information needs to be better formatted on RCC's website.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>11. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p>○ Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and 	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve

			<p>staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. 	<p>teaching and learning</p> <ul style="list-style-type: none"> • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Professional development activities are developed to support the college's strategic goals. The college is to some degree utilizing data driven processes to identify areas of greatest need for professional development. The guided pathways framework is informing professional development activities. Additional activities need to be developed for staff within the guided pathways framework.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- SLO's are assessed on an ongoing basis, workshops are provided, and adjustments to instruction are made, when needed, based upon findings.
- Program Review is used to propose and assess new initiatives that align with results of learning outcome assessments, industry recommendations and statewide goals.
- Regularly use of CCSSE and student feedback to inform professional development
- Faculty advising program and training workshops were implemented in part based on feedback from CCSSE.
- Faculty liaisons have been established (fall 2017) for LHSS/FPA, STEM, CTE/Nursing.
- Cultural proficiency trainings have included all college constituency groups

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- Need improved link from effectiveness data to faculty development programs.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The college has established and is meeting expectations for regular SLO assessment and has integrated this into its program review. The Program Assessment Workgroup has identified models for PLO assessment and piloted these methods in various disciplines. However, PLO assessment needs to be more widespread and results need to be used for program improvement. The college is using the Degree Qualifications Profile to better document learning outcomes for student-facing materials.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- In General Education, alignment of PLOs with further education and/or employment is occurring
- All programs have PLOs; however, not all PLOs have been assessed in all programs. Assessment of course SLOs is established and ongoing. All CTE SLOs and PLOs are reviewed for efficacy by Advisory committees.
- PLO assessment pilots are in place. Templates, strategies, and resources exist and are posted.
- PLO assessments are scheduled and tracked.
- All CTE faculty are assessing whether students are mastering learning outcomes and building skills through the SLO protocols
- Additionally, CTE faculty assess student learning outcomes in alignment with state and industry certifications and licensing.
- SLO's are assessed on an ongoing basis and adjustments to instruction are made, when needed, based upon findings.
- Program Review is used to propose and assess new initiatives that align with results of learning outcome assessments, industry recommendations and statewide goals.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- Inconsistent use of SLO and PLO assessment to improve teaching and learning.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>13. ASSESSING AND DOCUMENTING LEARNING</p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.</p>	<p>○ College is currently not assessing and documenting or planning to assess and document individual student’s learning.</p>	<p>○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

RCC has a well-established culture of learning assessment. Attainment of SLOs, PLOs, and GESLOs are completed and tracked. Most programs discuss results and utilize them for program improvement.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- PLO assessment pilots are in place and need to be better implemented. Templates, strategies, and resources exist and are posted.
- PLO assessments are scheduled and tracked
- All CTE faculty are assessing whether students are mastering learning outcomes and building skills through the SLO protocols.
- Additionally, CTE faculty assess student learning outcomes in alignment with state and industry certifications and licensing.
- SLO's are assessed on an ongoing basis and adjustments to instruction are made, when needed, based upon findings.
- Program Review is used to propose and assess new initiatives that align with results of learning outcome assessments, industry recommendations and state wide goals.
- CTE is currently working with the new GIG Economy statewide initiative to develop Digital badges for students who complete programmatic goals. These badges, developed collaboratively, provide employers and university partners a guarantee that the students have met the qualifications associated with the program of study or field proficiency.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- Uneven assessment across programs

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ College is currently not offering or planning to offer applied learning opportunities.</p>	<p>○ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p>○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Some programs include applied/contextualized learning but these learning opportunities are not available to all programs equally. Limited internships are available through CTE and nursing uses clinical placements.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- Varies widely – some limited examples, but not available to all programs equally
- Study abroad provides some applied learning opportunities.
- Currently, an Apprenticeship program has been developed within Culinary to provide students the additional opportunities to expand knowledge, skills and abilities.
- Limited internships are available within CTE Programs.
- Business program has integrated Student Success Seminar into the Accelerated ADT Program that provides students the opportunities to do group projects that support their overall educational goals. The Success Seminar is being developed as a non-credit module that is taught by a FT Faculty member.
- CTE is currently working with the new GIG Economy statewide initiative to develop Digital badges for students who complete programmatic goals. These badges, developed collaboratively, provide employers and university partners a guarantee that the students have met the qualifications associated with the program of study or field proficiency.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- Need inventory of and understanding of where these opportunities exist
- Improved link with curriculum

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- Pre-Adoption
- Early Adoption
- Scaling in Progress**
- Full Scale

Please briefly explain why you selected this rating:

- Academic clusters in development
- Clear pathways for 22 ADTs, 21 UC Pathways, and CTE Pathways
- Cross functional teams are focused on tasks with Guided Pathways as the framework
- Collaborative teams of Counselors, Educational Advisors, Faculty Advisors, Librarians, and Peer Mentors are providing integrated and comprehensive academic support for students in the "highways"
- College utilizes shared metrics and disaggregated data across different initiatives to understand how student success has improved
- College regularly revises and revisits plans in response to data

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

- Resources are need to fund RCC's integrated academic support model.
- Workshops on best practices for student equity are needed.

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

RCC has over 2000 students on pathways through its College Promise and/or contract pathways programs. RCC's model for integrated academic support is critical to its pathways work.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

**CALIFORNIA COMMUNITY COLLEGES
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Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Name of college

Self-Assessment Signatories

_____ Signature, President of the Governing Board	_____ Printed Name	_____ Date signed
_____ Signature, Chief Executive Officer/President	_____ Printed Name	_____ Date signed
_____ Signature, Academic Senate President	_____ Printed Name	_____ Date signed
_____ Signature, Chief Instructional Officer	_____ Printed Name	_____ Date signed
_____ Signature, Chief Student Services Officer	_____ Printed Name	_____ Date signed



Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccoco.edu