

! As of 3/1/2021, NOVA support requests will be handled by the Chancellor's Office ServiceNow portal

# Preview

Status: Approved

## Details

### College

Santa Rosa Junior College

### Assurances

#### Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

#### Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

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Approved by Frank Chong

03/01/2021 02:27 PM PST

**Academic Senate President**

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Approved by Julie Thompson

03/01/2021 02:22 PM PST

### Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

**SSM Data Sharing**

I agree with the SSM data sharing.  
Yes

## Pillar 1. Clarify the Path

## Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

Most CE programs are "career-focused" in their organization and marketing. During the Fall 2020 semester, Guided Pathways workgroups completed a set of recommendations, all of which were approved by the Senate for design and implementation work, which will commence in Spring 2021. Those recommendations include "a college-wide [...] program mapping project which makes explicit the many 'branches' of educational options available." Meta majors continue to be discussed but are not explicitly included in future work, although some people at the college continue to be interested in exploring this for possible future development.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Guided Pathways workgroup recommendations, all of which were approved by the Academic Senate in December 2021, include design and implementation work in program mapping to support students' decision-making and informed choices. Recommendations also include supporting departments in regular review and revision of sequences of courses for certificates, programs, and majors, and creating greater interconnectivity between disciplines via standardized program maps.

### Term and Year

Fall - 2020

### Term - Detail (optional)

We will continue to discuss the merits of "meta majors" through spring of 2021 and into the future.

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## Support

No support requested

## Practice 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.

### Scale of Adoption at Our College

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

Progress is being made on program mapping, and CE programs are well designed to prepare students for employment in fields of importance to the college service area. Programs in the liberal arts and sciences are well designed to prepare students for transfer if they so choose, but generally not with reference to areas of importance to the college's service area. Students are able to pursue fields of study at SRJC that may be of global relevance, but not necessarily local importance, economic or otherwise.

### Timeline for Progress to Date

#### Term and Year

Spring - 2021

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### Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Design work on Program Mapping and Scheduling will begin soon, likely this semester; creation of template for use by all departments and programs, to create consistent and recognizable mapping resources for students.

#### Term and Year

Spring - 2021

#### Term - Detail (optional)

2020-2021 will see implementation of this aspect of Guided Pathways framework.

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### Support

No support requested

## Practice C

**Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.**

#### Scale of Adoption at Our College

Not systematic

#### Progress to Date

##### Progress to Date Implementing Practice

The faculty continue to express support for both employment- and transfer-related educational priorities while also recognizing the importance of education for citizenship, the development of the whole person, and societal health.

This area ("detailed information [...] on the college's website on the employment and further education opportunities" of programs is developed inconsistently, with the website providing program-specific employment and further education opportunities on some but not all department and program webpages. The Fall 2020 Guided Pathways workgroup recommendations, all of which the Academic Senate supports for further development, include an overhaul of the College's website, prioritizing student experience and easy, logical access to the information that students need to explore, choose, and navigate programs.

This subject continues to be a subject of inquiry in our current GP process and discussions.

#### Timeline for Progress to Date

##### Term and Year

Spring - 2021

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#### Next Steps

##### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Continued discussion in the Senate for possible future development.

##### Term and Year

Spring - 2021

##### Term - Detail (optional)

Not Entered

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#### Support

No support requested

#### Practice 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.

#### Scale of Adoption at Our College

Planning to scale

#### Progress to Date

##### Progress to Date Implementing Practice

Programs are mapped, and most if not all departments and programs include these maps on their department webpages. The next stages of Guided Pathways work will address consistent design of and improved student access to these maps.

#### Timeline for Progress to Date

##### Term and Year

Spring - 2021

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#### Next Steps

#### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

What we need here is clear, implementation is more difficult. We plan to be implementing this during the 2020-2021 school year.

##### Term and Year

Spring - 2021

##### Term - Detail (optional)

Hopefully by spring 2021 we will be mostly at scale here.

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#### Support

No support requested

#### Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

#### Scale of Adoption at Our College

At scale

## Progress to Date

### Progress to Date Implementing Practice

The Math Department has redesigned math pathways and mapped them for different pathways; this is clearly communicated to colleagues in programs with Math prerequisites. The Senate is also preparing to support professional learning opportunities for faculty members outside of Math and English, to support their understanding of the implication of AB705 to their programs.

## Timeline for Progress to Date

### Term and Year

Spring - 2021

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Ongoing professional learning to support non-Math faculty members in understanding the implications of AB705 changes to student preparation.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Pillar 2. Get on the Path

### Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

[Scale of Adoption at Our College](#)

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

Most students have educational plans, and creation of ed plans is encouraged and supported by integrating this goal with priority registration. The college offers numerous career and transfer events throughout the year, including events relating to CE (Career Education), and has a high-quality, high-presence Transfer Center that is accessible to students, has a web presence, and sponsors numerous events for students.

Every student has an online “cubby”; the link to “My Education Plan” is on the Cubby homepage, so the student sees it every time they log in to their Cubby.

Some course outlines include, and some individual classes integrate, exploration of fields of study and career options.

The college was recently awarded a Hispanic-Serving Institution grant and implemented the HSI Lanzamiento (“We Launch!”) program in Spring 2021; this program integrates “guided pathways” principles and provides support for developing education plans and exploring and identifying educational goals.

A “full-time program plan” will continue to be a challenge for our students as many of them work a lot of hours due to the very high cost of living in our county.

## Timeline for Progress to Date

### Term and Year

Spring - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

In general, the College has many good programs that support student onboarding, orientation, and integrating and supporting new students. Future work will focus on identifying, gathering up, and cohering the many excellent efforts in this area. Regarding part-time students' needs, our Integrated Student Success Committee, which is co-chaired by the Senate's newly created Officer of Equity position, is currently discussing the challenges that our part-time students face and strategies for supporting them.

### Term and Year

Fall - 2020

### Term - Detail (optional)

Not Entered

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## Support

No support requested



## Practice B

**Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.**

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

The college offers a robust array of supports for students who are underprepared: a drop-in Math Lab, a drop-in Writing Center, and a multi-subject Tutorial Center that offers both 1:1 appointments and drop-in services. Tutoring services have transitioned to "remote" delivery during Covid, and departmental websites offer direction, helpful instructional videos for accessing remote lab support, and scheduling options.

The faculty contract requires that all instructional faculty, both full-time and part-time, have scheduled office hours. The office hour obligation per instructional hour is based on the course classification (lecture, lab, etc.); for sake of example, each weekly lecture hour includes twenty weekly minutes of office hour time, or one hour of office hour time for a three-unit lecture course. This ensures vital student access to their instructors for much-needed support.

While many of these services (labs, office hours) are drop-in, implying that students use these only by choice, it should be noted that many professors require or incentivize students' use of the many resources that support students' success.

English and Math offer transfer-level course options that include a supplemental support course, and many classes have embedded peer tutors. The embedded peer tutoring program is being scaled up through the Lanzamiento (HSI) program.

## Timeline for Progress to Date

### Term and Year

Spring - 2021

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

The College is working hard to scrutinize and, where needed, revise practices and ensure that available funding provides academic and other support for academically underprepared students, to maximize their success.

To further faculty awareness and capacity, the Senate will be sponsoring professional learning opportunities for faculty members across the disciplines, to help them learn about and implement pedagogical strategies that support students who need to strengthen their basic skills and succeed.

### Term and Year

Spring - 2021

**Term - Detail (optional)**

Not Entered

**Support**

No support requested

**Practice C**

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

**Scale of Adoption at Our College**

Planning to scale

**Progress to Date****Progress to Date Implementing Practice**

Yes, including a Math Lab, which has transitioned to remote delivery, embedded peer tutors, and a supplemental support course. Several Math professors have applied to and been accepted to participate in the Lanzamiento program, which allows the students in their courses to access the additional academic supports made possible by the HSI funding.

**Timeline for Progress to Date****Term and Year**

Spring - 2021

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

The College continues to evaluate student success data and support the Math Department in responding to the impacts of AB705 on student success.

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

## Support

No support requested

## Practice D

**Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).**

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

The English Department offers students the choice between freshman composition as a stand-alone course or with a two-unit supplemental-support course. There are also numerous course sections with embedded peer tutors. Several sections of freshman composition are part of learning communities—for example, Puente, APASS, and Umoja.

Several English professors have applied to and been accepted to participate in the Lanzamiento program, which allows the students in their courses to access the additional academic supports made possible by the HSI funding.

Limited financial resources continues to be a challenge; there is insufficient money to ensure that every student has access to needed support.

## Timeline for Progress to Date

### Term and Year

Spring - 2021

## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

The English Department is actively engaged in ongoing professional learning and curricular and pedagogical innovation to support students in transfer-level English courses.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

## Support

No support requested

## Practice E

**Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.**

### Scale of Adoption at Our College

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

The College has a College Skills Department, which offers courses that prepare students for high school equivalency exams and provides basic skill instruction in math, reading, and writing. The Counseling Department offers “introduction to college” and “introduction to career development” courses, and English Department faculty have recently developed a practice of reaching out to students who do not pass their transfer-level English course, to provide support that will help the students to transition back and succeed in the subsequent attempt.

The College also offers various "summer bridge" supports, to help students get on their feet before their first Fall semester.

Some faculty members continue to have concerns regarding a perceived disconnect between acceleration and the fact that language acquisition takes time. There is also anecdotal evidence from colleagues in other departments that students who have passed transfer-level English are less prepared for courses in other disciplines with demanding reading and writing load.

## Timeline for Progress to Date

### Term and Year

Spring - 2019

## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Future design and implementation guided pathways work will include cohering the many excellent academic supports that maximize students' ability to success at transfer-level English, and making these resources easily accessible to all students.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice 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.**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

The College has a robust outreach program, as part of the Student Services side of the house, which connects with area high schools and some middle schools. The College sponsors campus visits by students from high schools that serve predominantly underrepresented groups, and also sends representatives to visit area high school campuses. The College's Petaluma Campus also has a strong outreach presence with Petaluma high schools.

The Math Department faculty has a long history of participating in math "camps" and other hands-on conferences with young (pre-college) students, to nurture their mathematical abilities and prepare them for college math.

### Timeline for Progress to Date

#### Term and Year

Spring - 2021

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Good outreach work is occurring in Student Services. Further work in this area may occur but is not on the list of guided pathways priorities for this and next academic years.

#### Term and Year

Spring - 2021

#### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Pillar 3. Stay on the Path

### Practice A

**Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.**

#### Scale of Adoption at Our College

Not systematic

### Progress to Date

#### Progress to Date Implementing Practice

SRJC does not have “advisors”; Counselors monitor the programs that students are in when they come in for academic planning, and during these visits the Counselors work with students to create an educational plan. Students self select to see a counselor; this is not mandatory. However, having an active academic plan is incentivized by being linked to registration priority. Programs like EOPS are more actively engaged in monitoring students.

The point made on this practice in last year's scale of adoption form is worth repeating: as many students are lifelong learners or take a single class for skill enhancement, monitoring for program progress is not appropriate to all.

### Timeline for Progress to Date

#### Term and Year

Spring - 2019

### Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Students in various programs--learning communities, EOPS, CalWorks--and students on probation receive very high-touch advising; this is true of EOPS and DSPS students for example, and students on probation. This continues to be an area of needed conversation and development.

#### Term and Year

Spring - 2021

#### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice B

**Students can easily see how far they have come and what they need to do to complete their program.**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

The SRJC student “Cubby” portal system includes “Check my certificate progress” and “Check my degree progress” links in the main menu of the portal homepage, so students see this every time they log in and can easily check their progress toward their educational goals.

### Timeline for Progress to Date

#### Term and Year

Spring - 2021

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

In addition to Senate-supported guided pathways work this year and next, this spring the College will be working with a consultant to consider software options that, if purchased, can provide an IT solution in this area.

#### Term and Year

Spring - 2021

#### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice 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.**

### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

Numerous programs at the college include counselors and other specialists who work directly with students in programs such as MESA, Puente, Umoja, Athletics, CalWorks, EOPS, Disability Resources, APASS, Veterans, and the "Second Chance" program, for formerly incarcerated students. These counselors facilitate responsive and timely intervention for students needing help.

The College's "cubby" system, as well as Canvas, makes contacting students seamless. Faculty can and do quickly act on concerns about warning signs such as prolonged student absence, failure to submit work, or other signs that students are having difficulty.

The College has academic and progress probation notification. Students are alerted about their academic and progress probation, and there are procedures in place to help this cohort. The College intervenes and supports students on probation by placing a limit in the number of units they can take, and they are directed to speak with a Counselor; these steps are designed to help students get back on track after the first probationary notification.

Staff reach out to students who attend one semester but do not register for courses in the subsequent semester.

The College does not have anything that automatically raises a red flag if a student does not follow an educational plan or identified program plan. It is very common for students to not follow the plan exactly as it was written. This has to do with course availability, times, change of goal, etc.

## Timeline for Progress to Date

### Term and Year

Spring - 2021

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

The Senate, other faculty members, the Integrated Student Success Committee (equity, student success, basic skills), and Student Services continue to discuss effective strategies for identifying and responding to struggling students. While there may be effective software solutions that the College may implement, the faculty continues to discuss privacy (and other) concerns implicated by "nudge" approaches to behavior modification.

### Term and Year

Spring - 2021



**Term - Detail (optional)**

Not Entered

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**Support**

No support requested

**Practice 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.**

**Scale of Adoption at Our College**

Not systematic

**Progress to Date****Progress to Date Implementing Practice**

When working with students to create educational plans, Counselors always try to present options and discuss back-up plans if students are wanting a competitive program. Redirecting the student to another more viable path often depends on students' situations—for example, Counselors may present geographic options for students interested in nursing, but not all students are able to relocate to pursue their educational goals, and in these cases Counselors discuss the necessity of reapplying if students don't get into the program via the first lottery. Counselors are sensitive to the students' needs and interests when discussing possible alternative educational goals and assist students based on their desires.

**Timeline for Progress to Date****Term and Year**

Spring - 2021

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

This will remain on the "to do" list for future discussion. It would be helpful to students if all websites for impacted and competitive programs were to provide that information up front.

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

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## Support

No support requested

## Practice E

**The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.**

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

The College continues to work on effective scheduling and meeting students' needs in this regard. All department chairs and their deans collaborate on the schedule of classes for each term, studying the enrollment trends and "hits" on closed course sections to anticipate future need. Scheduling and enrollment software, which the College is currently looking to purchase, will help in this regard. Also, the College is currently in the process of finalizing its Institutional Effectiveness Partnership Initiative plan, based on its recent PRT visits, and the IEPI plan includes enrollment planning.

We continue to work on the problem of meeting student demand in some areas, where the College is limited by physical space (for example, lab stations) or not enough full-time faculty members in disciplines where it is difficult to attract and keep good adjunct faculty members.

## Timeline for Progress to Date

### Term and Year

Spring - 2021

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

The guided pathways workgroup recommendations, endorsed by the Senate, include work in this area, with design and implementation the next steps. We will reassess after the College makes its decision regarding the purchase of ERP software to support more responsive and dynamic scheduling to meet student demand.

### Term and Year

Spring - 2021

**Term - Detail (optional)**

Not Entered

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**Support**

No support requested

## Pillar 4. Ensuring Learning

### Practice A

**Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.**

**Scale of Adoption at Our College**

Scaling in progress

### Progress to Date

**Progress to Date Implementing Practice**

The District performs well in this area, with academic departments regularly evaluating their majors and programs and CE programs maintaining solid advisory and other relationships with industry, to ensure that programs are preparing students for work and transfer.

### Timeline for Progress to Date

**Term and Year**

Spring - 2020

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### Next Steps

#### Timeline for Next Steps

**Next Steps Toward Implementing Practice at Scale**

The upcoming mapping and scheduling work, along with work that is occurring now, during our current accreditation cycle, both provide opportunities for the College to review learning outcomes and ensure that outcomes are preparing students for employment and further educational endeavors.

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

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**Support**

No support requested

**Practice B**

**Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).**

**Scale of Adoption at Our College**

Not systematic

**Progress to Date****Progress to Date Implementing Practice**

The College is strong in requiring critical thinking, active and applied learning, meaningful and relevant curriculum, and effective written and oral communication. Field trips are integrated into coursework, our students engage in service learning and do internships, and course readings and assignments reflect the day's most pressing social, political, environmental, and moral challenges.

The College also supports a wealth of professional learning opportunities for the faculty, to support high-quality, innovative, engaged teaching and learning.

**Timeline for Progress to Date****Term and Year**

Spring - 2020

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Professional development offerings will continue to reflect the faculty's strong commitment to ensuring that critical thinking and meaningful student engagement in all courses is occurring.

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

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## Support

No support requested

## Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

### Scale of Adoption at Our College

At scale

## Progress to Date

### Progress to Date Implementing Practice

We have done all these things for a long time.

## Timeline for Progress to Date

### Term and Year

Spring - 2021

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## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Last year's SOA report stated that service learning was an area that the College might improve upon, while students will benefit from these opportunities being scaled up and widely promoted, they are in fact occurring. Hands-on, engaged, relevant teaching and learning are strengths at the College, and ensuring that students are aware of all opportunities should be a future goal. The redesign of the student web experience will help to communicate to all students that these opportunities exist and encourage them to take advantage of them.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

## Support

No support requested

## Practice 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.**

### Scale of Adoption at Our College

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

Last year's comment applies: All programs have program SLOs and they are assessed on a regular cycle. Individual practice varies, of course, but we have a system in place that does just this and we are current in our practice.

## Timeline for Progress to Date

### Term and Year

Spring - 2020

## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

The College is looking at this as part of the current cycle of accreditation. The Senate closely communicates with the VPAA and Faculty Co-Chair for accreditation, to identify needed work. The College's culture includes widespread discussion among discipline faculty about programs, curriculum, student learning, and ongoing innovation.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

## Support

No support requested

## Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

### Scale of Adoption at Our College

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

Yes. Every program is reviewed and evaluated on a regular cycle, and the College is gearing up for its annual program review process, which will include a review of the rubric by the VPAA and Senate President. The process involves using assessment data. The College is particularly strong in having a robust professional development program, and perceived needs and weaknesses quickly translate into workshops to support instructor learning.

## Timeline for Progress to Date

### Term and Year

Spring - 2020

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Implement the accreditation cycle, review data and findings related to learning outcomes, identify areas of needed growth, and plan professional development offerings.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

## Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

There is portfolio activity in many areas of the College and in many classes. For example, students create portfolios and other collections or evidence of work in journalism (broadcast, digital, print). The College's Arts programs, including theater and fine arts, offer numerous opportunities to create physical and virtual portfolios and other records that give testimony to students' work in painting, printmaking, photography, live theater productions, music recitals and concerts, and dance productions.

Many courses—such as those in Graphic Design, Interior Design, Creative Writing, Welding, Computer Studies, and Business—are designed to teach students how to create portfolios or include the creation of a project or portfolio as a key component of course goals.

The Work Experience program helps students to document their reflections on and growth in their job performance; students produce a written record. Many departments offer competitive scholarships and provide students with documentation of these awards, providing and showcasing photographs of scholarship recipients. Many College programs also provide certificates acknowledging specific student accomplishments, for example, completion of the one-year Teaching Fellows Program.

## Timeline for Progress to Date

### Term and Year

Spring - 2020

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Professional development workshops that reinforce current efforts and allow faculty members to share effective strategies can be planned for the upcoming year.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice G



**The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.**

#### Scale of Adoption at Our College

Not systematic

#### Progress to Date

##### Progress to Date Implementing Practice

As stated above, the College has an extremely strong and responsive professional development culture and structure. We do not integrate CCSSE or SENSE into our process, but data produced by the Office of Institutional Research is frequently shared (at Board meetings, with committees, at professional development days, at department meetings, etc.), so that the college community is aware of areas of needed improvement, and these presentations are typically and quickly followed by further professional development, to respond to identified need.

#### Timeline for Progress to Date

##### Term and Year

Spring - 2021

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#### Next Steps

##### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

The Senate, the faculty professional development coordinators, the Integrated Student Success Committee, and others will continue to partner in using data to identify areas of need and to offer professional development responses.

##### Term and Year

Spring - 2021

##### Term - Detail (optional)

Not Entered

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#### Support

No support requested

## Student Engagement & Support

### Student Engagement: Implementation

**In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)**

- Students serve on campus GP advisory committee(s)



#### Engagement Efforts - Details

Students have served on the Guided Pathways workgroups and will continue to be invited to participate in ongoing GP work.

#### Course Alignment

The purchase of enrollment and scheduling software will help significantly in this regard. The Board recently approved a contract with an ERP consultant, and the College community should be viewing and providing feedback on product demonstrations within the next few months.

#### Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 <a href="#">2019-2020 Guided Pathways NOVA Submission.pdf</a>	Self-Assessment	3/1/2021, 3:53:12 PM	N/A
 <a href="#">2019 05 01 GP Scale of Adoption Final.pdf</a>	Self-Assessment	2/27/2020, 5:59:23 PM	N/A

#### Success Story (Optional)

##### Story: Title

###### Title

Not Entered

###### Follow-up Contact Persons(s)

No contacts assigned

###### Challenge

Not Entered

###### Success Story

Not Entered

###### Outcomes

Not Entered

### Vision for Success Goals

- × 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



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