GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
Revised June 2017*

Institution Name: __Riverside City College_____   **Date: __September 1, 2017_**

This tool is designed to help your college assess how far along you are toward adopting guided pathways essential practices at scale. The essential practices listed are examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). For each of the guided pathways essential practices listed in the first column, convene faculty, student services staff and administrators from across divisions at your college to discuss the extent that the practice is currently implemented at your college. In the second column, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In <u>column three</u>, list the progress your college has made toward implementing each practice at scale. In <u>column four</u>, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made little progress implementing any given practice. This assessment will help your college establish a baseline and develop a plan for implementing guided pathways at scale at your college*. Project partners will also use this information to follow your college's progress in implementing guided pathways over time. Due date for submission of this initial assessment is September 1, 2017. Submit to Coral Noonan-Terry at noonan@cccse.org.

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*In June 2017, CCRC revised the essential practices in the fourth practice area, *Ensuring that Students are Learning,* based on our field research and input from colleges.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
1. **MAPPING PATHWAYS TO STUDENT END GOALS** a. 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.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Some pathways have been identified • Partnerships and articulation agreements with 21 UC and 22 CSU systems are in place • Currently, CTE programs have certificate and degree patterns with 2 year rotations allowing students to progress through programs. • Some programs have integrated industry certifications included in pathways. • Business and Information Systems Technology have accelerated programs in place, as of Fall 2017 which allow students to complete degree and certificate programs within established periods of time (2 years for ADT, and 2 semesters for Certifcates).	*Next steps:* • 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. • Another reason is to maintain a certain number of units to maintain financial aid – when students can't get the pathways they need. Next step is to improve course scheduling and educational planning (EduNAV) so that students can get courses needed. • We need 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. • We need 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

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			incorporate into program review and planning process. • Identify accelerated models for all CTE Programs and pathways. Develop timeline and milestones for this work. • Identify mapping strategies to encourage programs to be completed in sequence for student success. *Timeline for implementing next steps:* • Timelines for increasing the number of students on guided pathways are included into our strategic plan. • Fall 2017 – Programs in Business and Information Systems Technology have been well-designed to lead students to employment or further education. In Fall 2017, all programs will develop program maps and develop degree qualifications profiles. • Fall 2017 – Spring 2018 - Develop accelerated models in all CTE programs, updating curriculum to meet advisory recommendations and industry standards. • Fall 2018 – Implement practice in accelerated programs throughout all of CTE programs.
b. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Website is very poor in how it communicates critical information to college constituencies, especially students. • CTE has some content, but many programs haven't developed	*Next steps:* • Each department needs to create a webpage which includes this information. It is part of the vertical integration of planning. Disciplines/departments/divisions will

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		employment, future career information, etc. The information needs to be better formatted on RCC's website. • Student graduation surveys have identified this as a significant gap • At this point, the CTE has been gathering data on appropriate organizations to update the CTE Website.	provide content and a web design consultant will implement. • Hire a consultant to create a website plan. CTE is already in process. Dr. Farrar and Dr. Mills are going to coordinate. • Fall 2017 – secure vendor to update CTE website. Website to include employment and program information. *Timeline for implementing next steps:* • Fall 2017 – identify and hire consultant and begin implementing revised website.
c. 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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Sequencing is uneven. • Different disciplines have different needs for sequencing competencies. • CTE has a good plan and model in place including rotations. • Some LHSS programs have a course rotation, but these sequences are not necessarily linked to programs. • Educational plans are being developed for every student through Counseling. • 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	*Next steps:* • 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

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		• The college is currently reviewing the web site and vetting vendors to update the site.	course sequences and other programs where appropriate. *Timeline for implementing next steps:* • Fall 2017 – work with departments to identify these preferred general education courses and to create program maps with milestones • Spring 2018 – Ensure information is easily accessible on college's web site • 2017-2018 – Streamline course scheduling, enrollment management (master schedule, year-long schedule)

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2. HELPING STUDENTS CHOOSE AND ENTER A PATHWAY a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • SEP numbers have been increased significantly and the college is making significant progress to develop curriculum plans. • 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. • On a systematic scale, the college has created a significant amount of	*Next steps:* • 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

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		infrastructure designed to support students in these aspects. However, may students aren't necessarily taking advantage of these resources. • Students in special programs get this support as well as CTE students. • 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. • Annual events have been offered for junior and senior high school students to become more aware of the programs that RCC offers.	who complete each of these programs. • Fall 2017 - All CTE programs will have integrated brochures developed that annotate their certificates and degree patterns, along with Labor Market data and employment possibilities. • "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 • **During the first Institute, the Guided Pathways Team will need to more clearly map out a timeline and responsible parties for these activities.** *Timeline for implementing next steps:* • Fall 2017 Disciplines/Departments clearly document and articulate the skill sets and careers in a Degree Qualifications Profile.
b. Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas—not just in college-level math and English.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Math and English have pilots. • Strong Workforce is developing student success liaisons • We also know we are blocking students from moving forward because of curriculum management / not offering	*Next steps:* • 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

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		the needed number of seats for students to progress • 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.	students, not only in the classroom, but outside as well. *Timeline for implementing next steps:* • Fall 2017 – identify the gateway courses. • Spring 2018 implement CTE action plans • Work with Academic Support to identify a plan for supporting students in gateway classes (SI, embedded tutoring, etc.)
c. Required math courses are appropriately aligned with the student's field of study.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Exists, but in a very traditional sense	*Next steps:* • 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. *Timeline for implementing next steps:* • In Sept. 2017, math faculty will participate in Basic Skills Summit and develop action plan for exploring

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			alternative math pathways for students.
d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • 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) • 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.	*Next steps:* • 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. *Timeline for implementing next steps:* • Spring 2018 implement CTE SI pilot • Work with Academic Support to identify a plan for supporting very poorly prepared students to succeed in college-level courses asap (SI, embedded tutoring, etc.)
e. 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.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • 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	*Next steps:* • MOUs for math and English course work at high schools are limited; a better college-wide infrastructure needs to be in place • 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

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		High school junior females and High school senior students.	complete programs of study while still in high school. • Build programs and pathways that are in an accelerated format. *Timeline for implementing next steps:* • Fall 2017 – Develop CCAP agreements with high schools • Fall 2017 – Spring 2018 – Increase high school faculty-to-college faculty conversations

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3. KEEPING STUDENTS ON THE PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Only students who receive this are those who sign a contract or are involved in categorical programs • The ability to monitor is a significant gap • Educational Advisors provide support to students from the initial contact through program completion.	*Next steps:* • Increase availability of educational advisors to support broad pathways (CTE, LHSS, STEM, FPA, Nursing) • Implement EduNav system to help students explore and define pathways • Every student in the Guided Pathways program needs to be tracked and monitored (Academic Support Team, EduNAV) *Timeline for implementing next steps:* • Fall 2017 – Academic Support Teams assigned to support and track divisional pathways • Timeline for EduNAV – pilot in fall 2017; complete implementation fall 2018

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b. Students can easily see how far they have come and what they need to do to complete their program.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • For the courses taken with the college, the process is transparent. However, for courses transferred in, equivalencies are difficult to identify and link • Any student with an Educational Plan, should know how far they have come and what they need to do to complete.	*Next steps:* • Program and curriculum maps need to be developed and defined by disciplines/departments/Counselors – even within EduNav • EduNav IT and RCC IT have started a pilot in July 2017 to communicate systems • Pilot programs – ADT Business, Pre-nursing, and UCR Bio - have been chosen to implement and pilot (3 month pilot before implementation) • Increase the number of students that have Educational Plans, and mirror the plans with accelerated models and models for part-time students. *Timeline for implementing next steps:* • Fall 2017 - ongoing for SEP • July 2018 implemented EduNav
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.	☒ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • 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.	*Next steps:* • EduNav will provide the ability to early alert, etc. *Timeline for implementing next steps:* • July 2018 implemented

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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.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • 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.	*Next steps:* • Scale, particularly for CA Guided Pathways • Continue to provide students the support they need to enter limited access programs. *Timeline for implementing next steps:* • 2017-2018 Implement pathways-based academic advising teams
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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Uneven – have made progress with putting courses on a rotation • Currently, many CTE programs have certificate and degree patterns with 2 year rotations allowing students to progress through programs based on both day and evening offerings. • Business and IST have accelerated programs in place, as of Fall 2017, which allow students to complete degree and certificate programs within established periods of time (2 years for ADT, and 2 semesters for Certificates) with guaranteed days and times for students	Next steps: • Implement master schedule • Need to implement year-out scheduling (District "roll over" is received too late) • Scheduling building needs to transition from faculty-request based to one based on student needs and enrollment management needs • Identify accelerated models for all CTE Programs and pathways. • Identify mapping strategies to encourage programs to be completed in sequence for student success

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		so that they can plan for family and work obligations.	Timeline for implementing next steps: • 2017-2018 – Streamline course scheduling, enrollment management for all programs (master schedule, year-long schedule) • Fall 2017 – Practice has been implemented in Business and IST. • Fall 2017 – Spring 2018 - Develop accelerated models in all CTE programs, updating curriculum to meet advisory recommendations and industry standards. • Fall 2018 – Implement practice in accelerated programs throughout all of CTE programs.

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4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Occurring in CTE (SLOs PLOs) • 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. Assessment of course SLOs is established and ongoing. All CTE SLOs and PLOs are reviewed for efficacy by Advisory committees.	*Next steps:* • Need improvement with UC system • Continue to expand implementation of PLO assessment for all programs • Need to continue to review CTE PLOs with regularly scheduled Advisory Committee meetings. *Timeline for implementing next steps:* • College has an ongoing schedule for PLO assessment.

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b. 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 active learning activities that program faculty intentionally embed into coursework.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Varies widely – some limited examples, but not available to all programs equally • Limited internships are available • Study abroad exists • 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 other 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.	*Next steps:* • Create an inventory of and understanding of where these opportunities exist • Identify needs and where these opportunities could link robustly with curriculum • Non-Credit CDCP Success Seminar modules currently being developed and taken through existing Curriculum protocols. *Timeline for implementing next steps:* • Fall 2017 – offered as supplement to Business Degree cohort. Fall 2018, Success Seminar offered as CDCP Non-credit modules. • Fall 2108 – Expand internship opportunities within all CTE programs. • Fall 2017 – Inventory efforts and identify areas for expansion
c. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* • 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	*Next steps:* • Continue to assess SLOs and complete PLO assessment. *Timeline for implementing next steps:* • Fall 2017 – ongoing college implementation schedule

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		and building skills through the SLO protocols. • Additionally, CTE faculty assess student learning outcomes in alignment with state and industry certifications and licensing.	
d. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* • 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.	*Next steps:* • Continue to assess SLO's to improve teaching and learning. • Achieve ongoing assessment at PLO level. *Timeline for implementing next steps:* • Fall 2017 – ongoing
e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* • Uneven across programs • 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.	*Next steps:* • Fall 2017 - Digital badges, aligned with the new GIG Economy statewide initiatives, are being developed for students who are applying for employment and transfer. • Provide digital badges through out all CTE programs for students. *Timeline for implementing next steps:* • Fall 2017 – ongoing
f. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Regularly use CCSSE and student feedback • Faculty advising program was implemented in part based on feedback from CCSSE	*Next steps:* • Need improved link from effectiveness data to faculty development programs *Timeline for implementing next steps:* • Fall 2017 – faculty liaisons established

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		• Faculty liaisons have been established (fall 2017) for LHSS/FPA, STEM, CTE/Nursing	• Winter 2018 – provide additional training for faculty advising