



## Student Services Planning Council Minutes

Meeting Date: February 12, 2020

Meeting Time: 2:00-4:00

Location: 2-10

Present: M. Hartman, L. Canestro, C. Johnson, M. D , G. Mendoza, K. Engel, D. Tedone, L. Barrales-Ramirez, S. Sohrabi,

T. Chan, B. Haick, N. Sigona, A. Field, M. Quevedo, A. Cuevas, M. Alforja, D. Joy, M. Pérez, A. Leiva, S. Miranda

Topic	Discussion/Outcomes
<p>1) <b>Approval of Minutes (Action)</b> December 11, 2019 and January 22, 2020</p>	<p>L. Barrales-Ramirez moved to approve minutes for December 11, 2019 and January 22, 2020 A. Cuevas seconded M. Baez abstained</p>
<p>2) <b>Discussion Items</b></p> <p>I. Timekeeper Assignment Rotation (2 min.)</p> <p>II. Budget Update (10 min.)</p> <p>III. CCC 2019 Chaptered Legislation (15 min.)</p>	<p>Max Hartman</p> <p>The college has a variety of grants which will be terminating within the next four years. Approximately, \$1.9 million of salary and benefits are associated with those grants (i.e. ESO, MSIEP, ESO Adelante, GANAS and NSF Inspires). College employees are encouraged to reach out to their respective dean's to inquire whether their positions are grant funded and if so to determine the ending date of their grants. They are also encouraged to work with their deans to reach out to HR for specific information related to possible options which might be available for them across the district.</p> <p>Please go to the 2019 Chaptered Legislation <a href="#">link</a> to find the Memo from the Vice Chancellor of Government Relations at the State Chancellor's Office. Everyone at the table has something important in this document that relates to their program. Manuel would like a 2 sentence synopsis for each Student Services bill.</p>

### Mission Statement

*Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.*

<p>IV. Membership Roster Update (10 min.)</p>	<p>We updated our membership roster in 2018. Manuel is having a conversation with CSEA in regards to Short Term temporary positions. We will begin keeping track of voting numbers with Short -term temporary and without Short-Term temporary.</p>
<p>V. Updated Resource Prioritization Process (20 min.)</p>	<p>Last year PBC used a rubric to prioritize resource requests (you'll find the updated rubric at the end of the minutes). Last year was the first time divisions also did some sort of ranking.</p> <p>The ask was for PBC to come up with a streamline process</p> <p><b>STEP 1:</b> Programs and departments should review their full list of resource requests from the 2019 Program Review (including Annual Plan) submissions.</p> <p><b>STEP 2:</b> Highlight any items that are either (a) under \$500, or (b) related to health and safety.</p> <p><b>STEP 3 - LOCAL PROGRAM/DEPT REVIEW:</b> Programs and departments should review and rank the remaining list of resource requests for your area that were not highlighted in step 2. Each of these requests should be ranked in sequential order. Each request should have a unique ranking (e.g., you shouldn't have a list with two #1's or two #3's). Please use the updated rubric (attached). <b>DUE DATE - Thurs, February 27, 2020 (by 5PM)</b></p> <p><b>STEP 4 - DIVISION RANKING:</b> The Counseling Division Programs and the Student Services Division Programs will rank as two separate divisions.</p> <ul style="list-style-type: none"> <li>• The Counseling Division Program ranking will be led by Max with each of the program/department leads during the Counseling Department meeting on <b>(DUE DATE) Tues, March 3, 2020.</b></li> <li>• The Student Services Division Program ranking will be led by Manuel with each of the program/department leads from 10:30AM - 12:30PM on <b>(DUE DATE) Tues, March 10, 2020.</b></li> </ul> <p><b>STEP 5 - Counseling and Student Services Division Rankings</b> will be shared with the Student Services Planning Council at the March 11, 2020 meeting as an information item only.</p>

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**STEP 6** - Counseling and Student Services Division Rankings will be shared with the Planning & Budgeting Council for an additional review and ranking. All the rankings from each of the college divisions will be ranked based on the following critical questions:

- Does this resource contribute to closing equity gaps?
- Does this resource support Latinx student success?

**DUE DATE - Wed, March 18, 2020 (by 12PM)**

**STEP 7** - PBC will create one final draft recommendation of the College rankings for review and consideration by the College President. The draft ranking will also be shared with the college.

L. Barrales-Ramirez motioned to add 5 minutes to this agenda topic– all approved

### **SSPC Program Review Committee Discussion Initiated by Karen Engel**

SSPC needs to look at the tool and work together as a campus community to get this project done by April.

We need a small task force to look at this.

Max Hartman, Adolfo Leiva, Andy Cuevas are interested in working on the green boxes.

Recommendation: Post pone dates to first or second week of April – Karen will speak to Academic Senate about the date change.

M. Hartman moved that a small group of SSPC talk about the Program Review process and work with Academic Senate with the caveat the timeline can be moved back.

A. Cuevas seconded the motion

All in favor

There was a motion to approve Max Hartman, Andy Cuevas, Adolfo Leiva, and Loraine Barrales-Ramirez to this group.

Candice seconded

All in favor

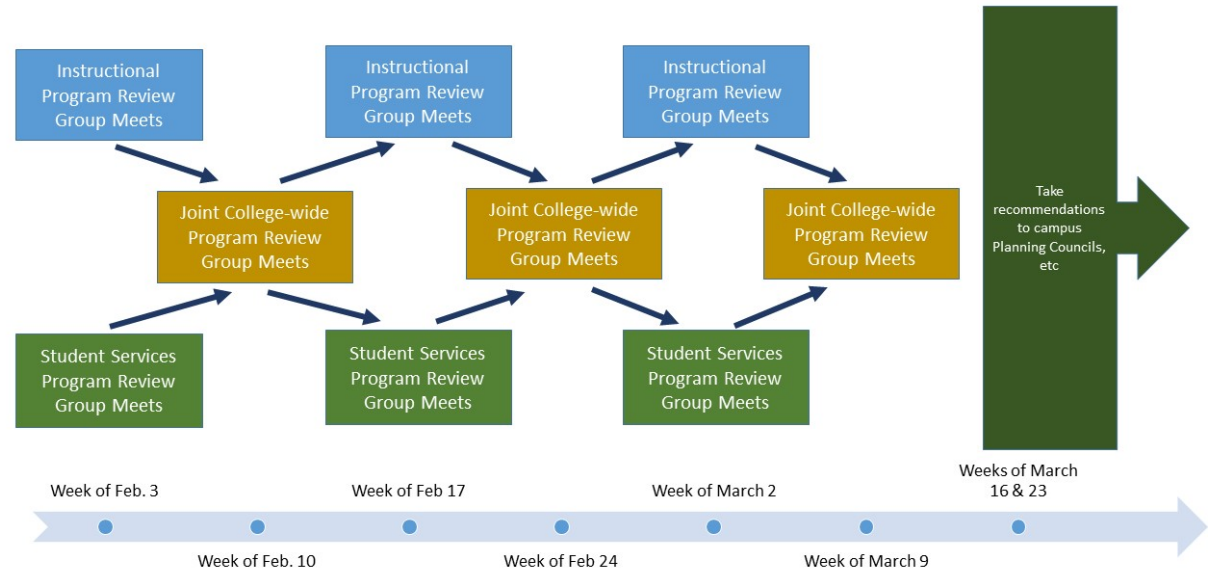
#### **Mission Statement**

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Proposed process and timeline for Program Review Improvement, Spring 2020

Updates will be provided at subsequent SSPC meetings.

Proposed process and timeline for Program Review Improvement, Spring 2020



**3) Action**

VI. Scale of Adoption Assessment – Guided Pathways (10 min.)

This Scale of Adoption Assessment tells the State Chancellor’s Office where we are in the process.

- Timeline for Progress
- Progress to date
- Next steps

The DRAFT Guided Pathways Scale of Adoption Assessment document will follow these minutes.

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<p><b>4) Business – Standing Items</b></p> <ul style="list-style-type: none"> <li>• VPSS Updates (10 min.)</li>   <li>• Enrollment Services Committee (ESC) (5 min.)</li> </ul>	<p>M. Quevedo made a motion to endorse the NOVA Guided Pathways Scale of Adoption Assessment.  A. Leiva seconded  All in favor</p> <p>If you have students in need of the District Hunger Pilot Program, talk to Adolfo or Manuel. Individuals will receive \$75 or 150 per month. The coach will make the determination.</p> <p>Ariackna Soler will be our new Director of Financial Aid. She begins March 2.</p> <p>More hiring update to come</p> <p>M. Hartman gave us an update of what was discussed at ESC. If you have any questions about the topics below, please contact Dean Hartman.</p> <ol style="list-style-type: none"> <li>1. Academic Calendar and Registrar’s Calendar</li> <li>2. Transcript Designations</li> <li>3. TES Presentation on Non-Passing Grades</li> <li>4. National Student Clearinghouse – Enrollment Reporting – Error Codes</li> <li>5. Ability to remove student from Directory Information</li> <li>6. Updating WebSchedule to show Numbers of Open Seats</li> <li>7. Updating WebSchedule to have the number of credits prior to clicking in</li> <li>8. Transcript Evaluation Prioritization</li> <li>9. AB1313: Transcripts can’t be held for Non-Payment</li> <li>10. AB 705 Automation Project</li> <li>11. Personal Pronouns</li> </ol>
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<ul style="list-style-type: none"> <li>• Guided Pathways (5 min.)</li> </ul>	M Quevedo stated the Scale of Adoption document accurately reports where Guided Pathways is at this time.
<b>VII. Other/Department Reports (30 min.)</b>	S. Miranda reported the next Dreamers' Task Force is Feb. 20 from 3:00-4:30.
<b>VIII. Information/Updates</b>	
<b>IX. Adjournment</b>	Adjourned at 3:45
<b>Future Items:</b>  <i>Upcoming Meetings:</i> <b>SPRING 2020:</b> 2/26, 3/11, 3/25, 4/8, 4/22	

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# Preview

## Details

### College

Canada 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

## Contacts

### Project Director

**Dr. Manuel Alejandro Perez**

Vice President of Student Services

[perezma@smccd.edu](mailto:perezma@smccd.edu)

### Alternate Project Contact

**Karen Engel**

Dean, Planning, Research, Innovation & Effectiveness

[engelk@smccd.edu](mailto:engelk@smccd.edu)

(650) 306-3145

## Approvers

### Chancellor/President

**Jamillah Moore**

[moorej@smccd.edu](mailto:moorej@smccd.edu)

Awaiting Submittal

**Academic Senate President****Diana Tedone**

Academic Senate Vice President

[tedoned@smccd.edu](mailto:tedoned@smccd.edu)

Awaiting Submittal

**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**

Scaling in progress

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

College is a Phase 2 college in the program mapper implementation. Expected launch will be Fall 2020. Interest Areas are defined and are being organized for publication.

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

Fall - 2019

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

Complete publication of Interest Areas with labor-market information for all students.



Program mapper data entry complete by Spring 2020. Pilot launch expected for Fall 2020.

**Term and Year**

Fall - 2020

**Term - Detail (optional)**

Not Entered

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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**

Planning to scale

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

Working with faculty to resolve discrepancies as they emerge in the program mapping exercise.

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

Summer - 2019

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

Complete data entry for full program mapper exercise.

**Term and Year**

Fall - 2020

**Term - Detail (optional)**

Not Entered

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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

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

College Pathway/Interest Area Groups are currently meeting to connect job placement, career exploration and overall labor market information to programs for website upload and integration.

### Timeline for Progress to Date

#### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Connect Interest Area feedback about labor market information to Outreach and Marketing groups for successful upload to College website.

#### Term and Year

Fall - 2020

#### 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

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

College is a Phase 2 college in the program mapper implementation. Expected launch will be Fall 2020. Interest Areas are defined and are being organized for publication.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Program mapper data entry complete by Spring 2020. Pilot launch expected for Fall 2020.

### Term and Year

Fall - 2020

### Term - Detail (optional)

Not Entered

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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

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

College is a Phase 2 college in the program mapper implementation. Expected launch will be Fall 2020. Part of the work of our interest area instructional and counseling faculty coordinators will be to work with area faculty to align courses for student fields of study.

### 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

Via our AB 705 efforts, students are more accurately placed in STEM and Statistics math pathways based on their HS GPA data and their Program of Study. This will be incorporated into the District's new CRM.

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Fall 2020

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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

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

Onboarding teams (College Recruiter, Counselors, Financial Aid staff, Admissions & Records staff, and Area Retention Specialists) continue to pilot and scale college application workshops that incorporate cash for college information, priority engagement programs (PEPs) and career exploration exercises earlier in the student onboarding experience. These sessions include coordination of program plans and schedules. Summer Bridge experiences, such as Colts-Con, are continually improved and prepared to scale up.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Define best practices from onboarding teams and experiences that align with Guided Pathways Interest Areas.

Implement Colts-Con feedback into next phase of summer bridge scaling timeline.

### 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

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

Summer Bridge experiences, such as Colts-Con, the Promise Scholars summer programs, and Jams (Math, Word, Physics, etc.) incorporate tools and skill building workshops to prepare students for gateway courses. These on-boarding programs introduce students to teams of mentors and faculty, discuss college and life planning to align with schedules, aim to build community, etc.

## Timeline for Progress to Date

### Term and Year

Summer - 2018

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Continue to implement onboarding and course prep best practices for students and align these scaling up implementation efforts with Pathways Interest Areas and program maps. More specifically, the goal is for College summer programs to align in even stronger ways in order to eventually incorporate career exploration with skill development much earlier in the on-boarding experience.

### Term and Year

Fall - 2020

### Term - Detail (optional)

Not Entered

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## 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

Scaling in progress

## Progress to Date

**Progress to Date Implementing Practice**

Counselors, math faculty, retention specialists, and program services coordinators continue to work on designing educational plans that strengthen student progress to transfer level math courses within their first year. These teams also continue to incorporate academic preparation tools and skill building workshops into the on-boarding experience for students. Gateway math courses also include embedded tutoring (EPIC). College Jams (Math, Word, Physics, etc.) incorporate tools and skill building workshops to prepare students for gateway math courses.

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

Fall - 2019

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

Identify next steps in scaling best practices in preparing students for transfer level math courses within their first year.

**Term and Year**

Fall - 2020

**Term - Detail (optional)**

Not Entered

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**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**

Scaling in progress

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

Counselors, English faculty, retention specialists, and program services coordinators continue to work on designing educational plans that strengthen student progress to transfer level English courses within their first year. These teams also continue to incorporate academic preparation tools and skill building workshops into the onboarding experience

for students. Gateway English courses also include embedded tutoring (EPIC). College Jams (Word) incorporate tools and skill building workshops to prepare students for gateway English courses.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Identify next steps in scaling best practices in preparing students for transfer level English courses within their first year.

### Term and Year

Fall - 2020

### Term - Detail (optional)

Not Entered

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## 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

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

Interest Area groups will identify and leverage student data and best practices with academic preparation tools to scale current successful initiatives that support the intensive academic preparation of under prepared students through pre-college experiences such as First Year Experience Programs and Colts-Con.

## Timeline for Progress to Date

### Term and Year

Not Entered



## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Interest Area groups will define the critical student data and trends in best practices that they would need to inform next steps in the implementation of intensive academic preparation initiatives.

#### Term and Year

Summer - 2020

#### 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

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

The College Recruitment, Outreach, and Marketing Teams work with Academic and Special Student Support Programs to grow and expand how these pre-college messages are clear, community-informed, and center the experiences of our students. This plan includes work with the schools within the Sequoia High School Unified School District, other local feeder schools, and community partners (Churches, non-profit community organizations, etc.).

### Timeline for Progress to Date

#### Term and Year

Spring - 2018

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## Next Steps

### Timeline for Next Steps

**Next Steps Toward Implementing Practice at Scale**

College Recruitment, Marketing, and Outreach teams will work together to develop updated messages and marketing that incorporates the new Interest Areas, Program Mapper, and Labor Market data.

**Term and Year**

Summer - 2020

**Term - Detail (optional)**

Not Entered

**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**

Planning to scale

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

Current educational plans are defined and co-created between students and counselors. Program completion progress is currently monitored by Retention Specialists and some faculty. Current Interest Area groups are charged with defining student success teams which would then also consider stronger ways to monitor student success and overall program completion.

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

Spring - 2019

**Next Steps****Timeline for Next Steps**

**Next Steps Toward Implementing Practice at Scale**

Interest Area groups will define student success teams which would then also consider stronger ways to monitor student success and overall program completion.

**Term and Year**

Summer - 2020

**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**

Interest Area groups and Phase Implementation Groups include a review of program maps, schedule optimization practices, and the CRM in an effort to clarify program completion timelines for students that align with educational plans. Currently, Degreeworks shows students how far they have come and what they need to do to complete their identified program of study.

**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**

Align Guided Pathways Steering Committee goals for the CRM and program completion timelines with goals of the Districtwide CRM implementation group relative to updated Interest Areas for the College

**Term and Year**

Summer - 2020

**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**

Scaling in progress

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

The College has early alert, probation, and dismissal processes to work with Instructional Faculty, Counselors, and Retention Specialists. Special programs (Promise Scholars Program, EOPS, CalWORKs, etc.) also have case management system in place for Counselors to connect with students.

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

Fall - 2018

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

Identify next steps for scaling early alert and case management system to incorporate into Interest Area discussion and action items regarding success team roles, including counselors and retention specialists, in connecting with students.

**Term and Year**

Fall - 2020

**Term - Detail (optional)**

Not Entered

**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**

No specific assistance is currently provided.

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

Not Entered

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

Collect data and best practices related to students who are not accepted to special programs to discuss within Guided Pathways Interest Area meetings.

**Term and Year**

Fall - 2020

**Term - Detail (optional)**

Not Entered

## 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 hosted Strategic Enrollment Management Retreat with the Guided Pathways Steering Committee. Schedule Optimization and Programs of Study were main discussion items to include in our respective strategic plans in order to create even more student-centered schedules and programs.

## 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 Steering Committee will incorporate Strategic Enrollment Management strategies for schedule optimization and clearer programs of study into Spring 2020 meetings and develop strategic plan to incorporate selected action items this semester.

### Term and Year

Spring - 2020

### 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

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

Career Exploration and Job Placement have been identified as implementation priorities for the Guided Pathways Steering Committee along with First Year Experience and Redesigning Academic Support Systems. Program Learning Outcome alignment with Labor Market Information is a part of this discussion and implementation.

### Timeline for Progress to Date

#### Term and Year

Not Entered

### Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Identify next steps in clarifying labor market information and program of study alignment for students early in their onboarding experience.

#### Term and Year

Summer - 2020

#### Term - Detail (optional)

Not Entered

### 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

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

Guided Pathways Success Teams (faculty, counselor, retention specialist), along with representatives from Special Programs, have been incorporated into the Steering Committee structure in an effort to review and scale best practices for student engagement, applied learning, and critical skills for success.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Guided Pathways Interest Area committees will identify next steps in further defining programs of study for the updated Interest Areas to ultimately strengthen instruction across programs and overall student engagement.

### Term and Year

Summer - 2020

### 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

Planning to scale

#### Progress to Date

##### Progress to Date Implementing Practice

The Guided Pathways Steering Committee, Interest Area Committees, and Phase Implementation Groups have restructured in order to incorporate job placement and career exploration along important academic support, program mapping, and schedule optimization priorities.

#### Timeline for Progress to Date

##### Term and Year

Fall - 2019

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#### Next Steps

##### Timeline for Next Steps

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

Guided Pathways groups will identify next steps in identifying best practices to scale.

##### Term and Year

Summer - 2020

##### Term - Detail (optional)

Not Entered

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#### 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

The College is currently engaged in a campus wide update of the program review process through our participatory governance group meetings in order to align with the updated interest areas and program maps.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

The College participatory governance groups will review recommendations for next steps in updating the campus wide program review process to align with Guided Pathways and accreditation.

### Term and Year

Spring - 2020

### Term - Detail (optional)

Not Entered

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## 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

The College is currently engaged in a campus-wide update of the program review process through our participatory governance group meetings in order to align with the updated interest areas and program maps.

## Timeline for Progress to Date

**Term and Year**Fall - 2019

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

The College participatory governance groups will review recommendations for next steps in updating the campus wide program review process to align with Guided Pathways and accreditation.

**Term and Year**

Spring - 2020

**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**

Planning to scale

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

Representatives from the counseling center, career center as well as Business, Design, and Workforce work closely with students to document their learning and portfolios for employers and universities. Each of these centers and spaces are represented in the updated Guided Pathways Steering Committee structure.

**Timeline for Progress to Date****Term and Year**Fall - 2019

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**Next Steps**

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Career and Transfer Center will work with the Guided Pathways Steering Committee to align Interest Area faculty with local employers and transfer institutions.

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Not Entered

## 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

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

The College administered the CCSSE Survey spring 2019 and is actively engaged in reviewing CCSSE data along with local campus climate data to make local and important improvements to college process and practice for student success.

## Timeline for Progress to Date

#### Term and Year

Fall - 2019

## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Implement college recommendations for the College that incorporate campus climate and CCSSE data.

**Term and Year**

Fall - 2020

**Term - Detail (optional)**

Not Entered

**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 continue to serve in our Guided Pathways college redesign in a variety of ways. Specifically, we have a student representative who sits on the Steering Committee and is a liaison to the Student Senate. We include our Student Senate in all Guided Pathways presentations and opportunities to build buy-in with participatory governance groups. We also work with our Student Life Manager to ensure that student representatives are included in every Interest Area group meeting as well.

### Course Alignment

College is a Phase 2 college in the program mapper implementation. Expected launch will be Fall 2020. Interest Areas are defined and are being organized for publication. Onboarding teams (College Recruiter, Counselors, Financial Aid staff, Admissions & Records staff, and Area Retention Specialists) continue to pilot and scale college application workshops that incorporate cash for college information, priority engagement programs (PEPs) and career exploration exercises earlier in the student onboarding experience. These sessions include coordination of program plans and schedules. Summer Bridge experiences, such as Colts-Con, are continually improved and prepared to scale up. Current Interest Area groups and Phase Implementation Groups include a review of program maps, schedule optimization practices, and the CRM in an effort to clarify program completion timelines for students that align with educational plans.

### Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 <a href="#">CCRC SOAA CCC CanadaCollege-April2019-Final.pdf</a>	Self-Assessment	2/1/2020, 6:05:45 PM	N/A

## Success Story

### Success Story (optional)

**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**



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# Resource Prioritization Rubric

	Minimal (1)	Low (2)	Moderate (3)	Strong (4)	Score
Program review	Request not addressed in program review	Minimally addressed in program review	Moderately addressed in program review	Substantially addressed in program review	
College Mission & Strategic Goals	Does not align with college mission and strategic goals	Minimally aligns with college mission and strategic goals	Moderately aligns with college mission and strategic goals	Fully aligns with college mission and strategic goals	
College Plans	Does not support any of the College operational plans	Minimally supports one or more of the College operational plans	Moderately supports one or more of the College operational plans	Fully supports two or more of the College operational plans	
Learning Outcomes (Student Learning Outcomes, Service Area Outcomes)	Does not support achievement of student learning or service area outcomes	Minimally impacts achievement of student learning or service area outcomes	Moderately impacts achievement of student learning or service area outcomes	Directly and significantly impacts achievement of student learning or service area outcomes	
Critical Question Considered by PBC: Contributes to closing the equity gap	Does not contribute to closing the equity gap	Minimally impacts closing the equity gap	Moderately impacts closing the equity gap	Directly and significantly impacts closing the equity gap	
Critical Question Considered by PBC: Contributes to supporting Latinx student success	Does contribute to supporting Latinx student success	Minimally impacts supporting Latinx student success	Moderately impacts supporting Latinx student success	Directly and significantly supporting Latinx student success	