



**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT  
CALIFORNIA COMMUNITY COLLEGES’ ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019, November 2019

**Institution Name: Porterville College**

**Date: Spring 2020**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America’s Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor’s Office NOVA system by your project leads.***

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

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

## Equity Considerations

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

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

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email [guidedpathwaysinfo@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.edu).

For assistance in obtaining access to the NOVA system, please email [nova-support@productops.com](mailto:nova-support@productops.com).

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p>			
<p><b>Equity Considerations in Area 1:</b></p> <ul style="list-style-type: none"> <li>• Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>• How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?</li> <li>• How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?</li> </ul>			
<p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College has completed and adopted the major clusters. Beginning summer 2018 through spring 2019, the College spent time understanding the Guided Pathways framework. The College worked with a consultant, ATD coaches, and with the State Chancellor’s Office Guided Pathways Regional Coordinators for support, resources, guidance, and workshops. During spring 2019 FLEX, The CCCC Guided Pathways Regional Coordinator and Career Ladders partnered to introduce major clusters with a presentation and activity. After the spring Guided Pathways kick-off, several major clustering activities were conducted with all divisions, the administrative group, and with several student groups. A faculty major clusters workgroup was formed to review the data gathered from the major cluster activity groups and developed a major cluster proposal to the campus community. During</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Develop marketing, communication, and organization of the major clusters spring 2020 term. The mapping workgroup will be writing short paragraphs on each of the degree clusters. Spring 2020 term the academic divisions will be aligning careers with the major clusters as well.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring 2020: Major Clusters Marketing, Communication, and organization. Major Cluster implementation fall 2020.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>fall 2019 the campus community voted for one of the major clusters presented. Next steps are to develop marketing, communication, and organization of the major clusters.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p><b>1. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                                Reporting/data  Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Through the major clustering mapping process academic divisions are aligning career/salary option with the major clusters within each academic division. Currently information is shared in a variety of places for students; through the JEC website, Navigate, and through instruction. The process for students is not streamlined. The JEC provides information to students on jobs, internships, starting a business, major/career resources, workshops/events, community resource center, and a job fair is hosted on campus annually. The College Central Network is a free online job searching platform for PC students may utilize. The college provides an INST P152 course option, College and Career Readiness to students. The classroom based, guidance</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Begin to align major clusters with careers and market the information internally and externally for current and future students.</p> <p>Embed the INST P152 course in the summer or the first term for students to explore college and career readiness.</p> <p>Implement a career assessment tool for incoming students to take in the summer before the fall term begins.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring 2020-Fall 2020</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>experience teaches students a quantifiable decision-making process that will help students identify and plan for their career and education goals. The culmination of the course process is the development of an online career and education 10-year plan. This course is also offered for dual-enrolled students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p><b>1. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                              Reporting/data  Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Currently there is minimal employment/career information on the college website. There is information required to post by federal regulations regarding gainful employment. The gainful employment requirements are posted on the college website. The Job, Entrepreneur, and Career (JEC) Center provides additional information such as jobs and internships, information on starting a business, major and career resources, information for employers, JEC workshops/events, career assessments, and information on the Community Resource Center. The college has a hired a full-time Marketing and Communications</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The next steps are for the academic divisions to consider the careers (jobs) that are associated to the degree(s). It will be requested for the divisions to include salaries and job perks within the careers associated with majors/pathways. Once the two projects are completed with the academic divisions then the marketing/communications workgroups will begin to focus on the college webpage component and college catalog.</p> <p><i>Timeline for implementing next steps:</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>Manager who is part of a Guided Pathways workgroup. This position is key with updating, organizing, and connecting information on the college website. The major clusters have been approved and the divisions have completed their two-year plans.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>Spring 2020: Divisions complete listing careers associated to degrees and include salaries</p> <p>Spring-Summer 2020: Marketing/Communication and college website organization and posting of career information.</p>
<p><b>1. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                              Reporting/data  Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  X Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College is clarifying course sequences for program of study (including milestones) and having discussions regarding scheduling to meet the needs of students. The College is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes). Academic divisions have completed two-year plans Fall 2019. The academic web site with career and course information is in the process of being redesigned. The Counseling Division Chair assigned counseling liaisons with every division to update and/or create two-year plans in the academic areas.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The two-year plans will be reviewed and posted on the college website. The academic webpages are moving through a redesign to align with Guided Pathways in providing relevant information to meet the needs to students in creating clear pathways. The College also hired a consultant to address training in DegreeWorks scribing and to enhance areas identified with errors or issues.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring-Summer 2020</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if <i>at scale</i> or <i>scaling</i> :  Spring – Summer 2020	
<b>1. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology              Reporting/data Other		<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
e. Required math courses are appropriately aligned with the student’s field of study ( <i>Note: This essential practice was moved from Area 2</i> )	<i>Place an X next to one:</i>  Not occurring Not systematic Planning to scale Scaling in progress X At scale	<i>Progress to date: (2,500 character)</i>  Porterville College offers four mathematics pathways for students to complete their quantitative reasoning requirement: Business, STEM, Non-STEM, and Education. Each mathematics pathways has the appropriate level of background coursework and GPA requirements for the level of mathematical difficulty that is necessary for each field of study within a pathway to complete. A math placement chart has been implemented for each major.  Term, if <i>at scale</i> or <i>scaling</i> :  Fall 2019	<i>Next steps: (1,000 character)</i>  Continue to collaborate with high school faculty to create a seamless transition from high school math courses to college.  Review of success and retention rates and completion for math pathways to determine effectiveness of program.  <i>Timeline for implementing next steps:</i>  Fall 2020

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline								
<p><b>1. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other			<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed - Detail: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											



Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 2:</b></p> <ul style="list-style-type: none"> <li>Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?</li> <li>For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?</li> <li>Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?</li> </ul>			
<p><b>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b></p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Job, Entrepreneur, and Career Center (JEC) has recently been moved to the purview of Student Services in the efforts of expanding and aligning services within the Guided Pathways framework. An entry work group was created fall 2018 term to address onboarding, outreach, and matriculation. During spring 19 term, the workgroup was tasked in creating a journey map for students identifying the steps students need to complete from onboarding to applying for graduation. The PC Promise launched May 2019 and incorporated a summer bridge. The next step will be to embed a curriculum component in the program. The College has also incorporated an Interdisciplinary Studies (INST) course in the high schools for dual enrollment, which addresses college and career readiness encompassing career exploration. The INST courses are in the process of transitioning a name change to Student Success courses. Currently, Educational Advisors are conducting career/major exploration workshops at the high schools as well as at</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Porterville College will implement completion teams for each major cluster. The College will outline student services and academic services support for students within a semester and year. Build career assessments into the onboarding process.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2020</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>the college. Beginning this year through a CAPP grant high school freshmen will be introduced to begin thinking about careers and majors freshman year. For this first time this spring 2020 term, the College will be hosting a Freshman Day.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p><b>2. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                                Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  X Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Language Arts and Mathematics Divisions offer corequisite courses that provide just-in-time remediation support to gateway courses. In addition to corequisite courses, there are English Mentors, Math Mentors, Peer Tutors, Embedded Tutors, and PASS Leaders who provide academic support for students to succeed in their coursework. Embedded Tutors and PASS Leaders are embedded into courses to provide tutoring assistance and group study sessions throughout the length of the course. Language Arts Division created 1-unit, transferrable writing and research courses to provide students extra support in fundamental, academic skills. Placement charts were implemented for each major as</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Expansion of 1-unit transferrable courses for English to provide more strategic avenues for students to receive just-in time remedial support</p> <p>Development of a MESA program to support STEM students through completion of coursework.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2020</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>recommendations in the Language Arts and Mathematics divisions.</p> <p>The counseling division strives to keep students on track with the development of Comprehensive Student Educational Plans. Every term the counseling division pull reports, which list students who do not have an educational plan on file. Multiple effort and in-reach in made to place/recommend students on a path.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2019</p>	
<p><b>2. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>Technology                              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Math division has developed support courses and the different paths students can take with transfer level courses utilizing high school grade point averages. The Math and English divisions have created an updated placement chart per AB 705 with recommendations made by the divisions. An AB705/Multiple Measures work group was created for staff, faculty, and administration to work together</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue to provide support for students and continue to provide training to the counseling and advising team.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring 2019-Fall 2019</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>implementing AB705. English, Math, and a Counseling lead provided training to the Counseling/Advising team on the new placement recommendations before fall 2019 registration. The College provides tutoring, PASS Leaders (Supplemental Instruction), NetTutor, MyMathLab, and a lending Library.</p> <p>The counseling division strives to keep students on track with the development of Comprehensive Student Educational Plans. Every term the counseling division pull reports, which list students who do not have an educational plan on file. Multiple effort and in-reach is made to place/recommend students on a path.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p><i>Fall 2019</i></p>	
<p><b>2. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>Technology                              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College’s English division has developed a co-requisite (support class) to complement the transfer English level course. During spring 2019 term, a limited number of sections of current one-level</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue to provide supports for students and continue to provide training to the counseling and advising team.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
	At scale	<p>below transfer level English were offered. The Math and English divisions have created an updated placement chart per AB 705 with recommendations made by the divisions. An AB705/Multiple Measures work group was create for staff, faculty, and administration to work together implementing AB705. English, Math and a Counseling lead provided training to the Counseling/Advising team on the new placement recommendations before fall 2019 registration. The College provides tutoring, PASS Leaders (Supplemental Instruction), NetTutor, MyMathLab, and a lending Library. A Writing Center was implemented spring 19 term to provide additional support.</p> <p>The counseling division strives to keep students on track with the development of Comprehensive Student Educational Plans. Every term the counseling division pull reports, which list students who do not have an educational plan on file. Multiple effort and in-reach is made to place/recommend students on a path.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Timeline for implementing next steps:</i></p> <p>Spring 2019-Fall 2019</p>
<p><b>2. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>Technology                              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  X Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Students have access to English Mentors, Math Mentors, Peer Tutors, Embedded Tutors, PASS Leaders, and faculty assistance in the Learning Center. In addition, students also have access to a Librarian and Adjunct Librarians for support with research. There are categorical programs, which provide over and above support to students. The programs requires progress report checks, mandated counseling contacts, program check-ins, and on-going support. An example of programs available to students are the following:</p> <ul style="list-style-type: none"> <li>• Veterans Resource Center</li> <li>• Promise Program</li> <li>• EOP&amp;S,CARE, and CalWORKs</li> <li>• NextUp</li> <li>• Mental Wellness</li> <li>• Umoja</li> <li>• Teacher Education</li> <li>• Adult Education</li> <li>• Financial Aid</li> </ul> <p>The College also provides an Early Alert system for faculty to utilize if they see a student who needs an intervention of some kind and/or support.</p> <p>New within the past two years, a Behavior Intervention Team (BIT) was implemented along with a referral system for faculty and staff to utilize. The BIT team, serves as the centralized coordinated body for discussion</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Staff and faculty coordinators attending more training specifically on providing learning assistance to DRC students to create a more comprehensive academic support services that is able to assist all students.</p> <p>Researching reading apprenticeship programs to see if it can be integrated to existing academic support programs on campus.</p> <p>Expand Financial Literacy and Wellness on campus through summer bridges, programs, and student success course.</p> <p>Introduce, train, and market updated Early Alert system to faculty on campus with Navigate and the Early Alert Team.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2020</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>and action regarding students exhibiting behaviors that indicate distress, cause of disturbance in the community, and/or present a danger to oneself or others. Committed to proactive, early intervention, the BIT supports students directly through consultation and campus partners.</p> <p>A Food Pantry was implemented several years ago to provide emergency, supplemental food to students to assist in fighting food insecurities one step at a time. For intensive support the PC Foundation has an emergency fund should students need assistance with books, or other educational materials.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p><b>2. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                              Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  X Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College has robust Dual Enrollment Programs with all feeder high schools. There are continuous discussions around the framework and alignment with the high schools on sustainable approaches to support and enhance successful transition between secondary and post-secondary education. The College and high school</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Explore possibilities in dual enrollment course offerings with the high schools, especially addressing the CSU golden four. Hire a full-time CTE/Dual Enrollment Counselor. Hire a full-time CTE/Dual Enrollment Director. Implement and expand the CAPP grant project</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>partners created the Fast Track to College program providing an opportunity for high school students to: earn college credit, get a head-start on college education and career readiness, provide seamless transition into college and career options, and to save on tuition costs and related expenses. Each high school site is able to determine the path their students will take. For example, General Education only, Career and Technical Programs, or both. Monthly meetings occur with all high school partners (Dual Enrollment Advisory). A CTE/Dual Enrollment Adjunct Counselor was hired to meet with students at the high schools and college. The College also applied for the CAPP Guided Pathways Alignment Project to strengthen the partnerships between Porterville College and high schools that will continue to explore linkages and relationships between the Guided Pathways offered by PC and the pathways offered by high schools, enhance transition courses and assist in the implementation of AB705.</p> <p>Each spring term the College Counselors visit the local high school to complete a one semester student educational plan to recommend the first semester of courses for the incoming freshman class. A Dual/CTE Counselor also visit the high schools on a weekly basis providing support for the dual/concurrent enrolled students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>activities with the identified high schools.</p> <p><i>Timeline for implementing next steps:</i></p> <p>2019-2020</p>



Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>2. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                              Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 3:</b></p> <ul style="list-style-type: none"> <li>• How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</li> <li>• How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> <li>• How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <li>• How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?</li> </ul>			
<p><b>3. KEEPING STUDENTS ON PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Counseling/Advising team were trained in Cognos fall 2018 to pull specific reports available to the team. Counselors and Advisors use a degree auditing tool called DegreeWorks to check students' progress and percentage completion in their identified major. Unit checks are conducted every term in Cognos aligned with student momentum points. The checks include 30, 45 and 60 unit checks. Students receive an email informing them if they are close to graduating and next steps. An Educational Advisor or Counselor then reaches out to the students as follow-up. Currently reports are not pulled from the DegreeWorks tool. DegreeWorks reports have been developed by a consultant.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>Consultants have been hired to begin writing DegreeWorks reports. Some of the report requests include completions reports, planned course by semester report depending on the student's educational plan (SEP), 45-unit reports, tracking report based on the student's SEP, etc.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring 2020</p>
<p><b>3. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training Technology                                Reporting/data Other</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>		<p><i>Challenge or barrier: (1,000 character)</i></p>

<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  X Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Students currently utilize the DegreeWorks web-based tool for degree-auditing and tracking. This enables the students to evaluate academic progress towards graduation, transfer to a university and academic program requirements as they are outlined in the college catalog. EAB Navigate (onboarding system) has been implemented in several phases. The Navigate platform supports the college by creating, building, and accelerating Guided Pathways reforms:</p> <ul style="list-style-type: none"> <li>• Help identify barriers to student progress with data and analytics.</li> <li>• Makes it easier for staff to focus on targeted groups of students and contact them easily to receive support.</li> <li>• Everything is tracked in Navigate, easy to show outcomes, and goals.</li> </ul> <p>The system is for students to actively engage with PC through curated guidance based on their affinity groups or activities on campus. Navigate is a crucial student-centered system that enables students to plan their schedules each semester, notify them of important deadlines and events on campus. Key features of the system for counselors, advisors, and administrators:</p> <ul style="list-style-type: none"> <li>• Smart Student Profile View</li> <li>• Campaigns</li> <li>• Appointment Scheduling</li> <li>• Early Alert</li> <li>• Digital Progress Reports/Coordinated Care</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <p>Consultants have been hired to begin writing DegreeWorks reports. Some of the report requests include completions reports, planned course by semester report depending on the student’s educational plan (SEP), 45-unit reports, tracking report based on the student’s SEP, etc.</p> <p>Implement auto-awarding of certificates</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring 2020: DegreeWorks</p> <p>Fall 2020: Auto-awarding</p>
--	--	---	---

		<ul style="list-style-type: none"> <li>• Reporting Features</li> <li>• Communication/Messaging</li> <li>• Watch lists</li> <li>• Saved Searches</li> <li>• 1-Click Registration</li> </ul> <p>Unit checks were implemented utilizing Cognos reports with follow-up from advisors and counselors. Students are informed if they are on track to graduate and provided with next steps to follow. Counselors reach out to students who have not completed a comprehensive student educational plan. The main goal is to plan the two year path for students to keep track and on task.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p><b>3. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology              Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  X Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Currently faculty can submit an Early Alert referral to counseling. The Early Alert system is available to all faculty as a resources to refer students to receive counseling services immediately. The referral facilitates communication and encourages students to meet with their instructors and counseling staff in a timely manner. The program advisor makes the first contact with the student and refers to other programs and services based on the</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue with EAB Navigate Campus implementation for Early Alert.</p> <p><i>Timeline for implementing next steps:</i></p> <p>2019-2020</p>

		<p>student needs. The advisor’s main goal is to focus on the areas of concern indicated on the referral as a way to help students. The student then meets with the Early Alert counselor for a follow-up appointment if recommended by the advisor as a way to further provide support to students. The immediate counseling services and rapport built with the student creates a positive support system. A work group has been formed to implement EAB campus, specifically in Early Alert. Early Alert staff are in the campus quad during Welcome Week at the beginning of each term to schedule appointments for Comprehensive Student Educational Plans, provide information about Early Alert, and provide students/faculty an opportunity to ask questions. For intensive support, the PC Foundation has an emergency fund should students need assistance with books, or other educational materials.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p><b>3. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                              Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>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</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Health Careers division shared detailed information on other majors/careers if students cannot get into the Nursing program to the Counseling division. This provides counselors the</p>	<p><i>Next steps: (1,000 character)</i></p> <p>A workgroup will work on creating several paths if the Nursing program is impacted.</p> <p><i>Timeline for implementing next steps:</i></p>

	At scale	<p>opportunity to provide other options to students. A bottleneck is created when students are waiting for acceptance into the program and do not have another option.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	Fall 2020
<p><b>3. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>Technology                              Reporting/data</p> <p>Other</p>		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
<p>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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Enrollment Management Committee is in the process of reviewing three proposed “scheduling matrixes” spring 19 term. All three Colleges within the District are researching scheduling tools to implement district wide. A scheduling tool and reports can assist in having data readily available to generate schedules that flex to the students’ needs, while maintaining optimal enrollment.</p> <p>An IEPI PRT team worked with college constituents on a plan in addressing enrollment management. The summary area of focus is on strategies to help maximize enrollment and ensure on-time student completion. The progress made are the following:</p> <ul style="list-style-type: none"> <li>• Planning Goal Crosswalk developed and discussed with appropriate committees.</li> <li>• Distance education goals discussion scheduled.</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <p>Scheduling will be continue to be discussed in the Enrollment Management Committee. Once the DegreeWorks reports are created the reports will be shared with the committee and division chairs to use as a tool when creating schedules.</p> <p>The Enrollment Management Committee will follow-up on the IEPI PRT suggestions:</p> <ul style="list-style-type: none"> <li>• Include Distance Education and Dual Enrollment goals in strategic and program planning.</li> <li>• Include Enrollment Management discussions/schedule review or update on a regular basis during President’s Council, Dean’s Council, and other venues.</li> <li>• Explore space utilization and scheduling platforms.</li> </ul> <p><i>Timeline for implementing next steps:</i></p>

		<ul style="list-style-type: none"> <li>• Dual Enrollment goals and outcomes discussed; outcomes being finalized.</li> <li>• Administration and faculty team attended Enrollment Management Academy.</li> <li>• Variety of DegreeWorks and Tableau reports created and distributed; training sessions scheduled.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	2019-2020							
<p><b>3. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams									
Regional training	On campus /individual training									
Technology	Reporting/data									
Other										

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 4:</b></p> <ul style="list-style-type: none"> <li>• How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>• As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?</li> <li>• What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?</li> <li>• Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?</li> </ul>			
<p><b>4. ENSURING THAT STUDENTS ARE LEARNING</b></p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic <input checked="" type="checkbox"/> Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Porterville College has identified learning outcomes for all of its courses, programs, degrees, and certificates. Faculty teaching courses within instructional programs, degrees, or certificates are responsible for assessing the outcomes based on a four-year cycle. The Outcomes Committee is working to implement a newly defined cycle in all aspects of outcome assessment. The faculty and staff members complete an assessment form listing the outcome, assessment method, results, evaluation of the results, and plan for improvement. Relevant faculty and staff then discuss the assessments, evaluate overall results, consider the plan for improvement, and create a plan for adjusting the method of reaching the outcome or changing the outcome altogether.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>Next steps are closing the loop and maintaining momentum to see outcomes as meaningful and relevant.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2020</p>
<p><b>4. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>



Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
Technology Reporting/data Other			
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Outcomes Committee is responsible for assessing general education outcomes (GELOs) and institutional learning outcomes (ILOs). GELOS and ILOs can be assessed more efficiently if they are mapped to course and program level outcomes. The task for assessing ILOs this year has been College Council. The divisions are mapping their respective courses to the GELOs during the spring 2018 with assessment occurring fall 2018. The Outcomes Coordinator facilitates the GELOS assessment with the Curriculum Committee and ILOs assessment with College Council. The Outcomes Committee continues to update a list of assessments and planned assessments for every course, program, degree, certificate, and service on campus. The College has made the process straightforward by creating a clear, thorough, and easy-to-use handbook that has explanations for every part of the assessment cycle.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue with GELO and ILO assessment timeline.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring 2020-Fall 2020</p>
<p><b>4. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Regional training</p>	<p>Connections with other GP teams On campus /individual training</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
Technology Reporting/data Other			
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.	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Entrepreneurship program has robust opportunities for students to intern and gain skills through projects. The students are placed through the Job, Entrepreneurship, Career (JEC) center on campus. Political science courses give students the opportunity to volunteer to work at a polling stations. Nursing and Psych Technology programs both offer opportunities for students to receive clinical placements to enrich their understanding of the curriculum and practice the theories students are taught. All classes in the Sociology program incorporate service-learning as a standard with students finishing approximately 20 hours of service work at five different locations with five separate written assignments. Other disciplines are reviewing different ways to integrate outside experiential learning into their classroom.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>More training for faculty on project-based and service learning in order for them to develop projects and assignments based on this concept.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2020</p>
<p><b>4. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training Technology                              Reporting/data</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
Other			
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.	<i>Place an X next to one:</i>  Not occurring Not systematic Planning to scale Scaling in progress X At scale	<i>Progress to date: (2,500 character)</i>  All academic programs are in some process of the assessment cycle (collect, identify, and implement). Each division (and discipline) assesses PLOs differently, but all have a timeline for the cycle and the majority of programs are following the timelines (adjusting as needed). There are some programs, particularly those that do not have a full-time faculty member who leads them, that are behind and are having difficulty finding momentum in the cycle.  <i>Term, if at scale or scaling:</i>	<i>Next steps: (1,000 character)</i>  The College is looking towards having dedicated members of the Outcomes Committee who are responsible for keeping every program in her or her division moving in the cycle. The goal is to maintain momentum and continue to strive for buy-in from faculty who need to see outcomes assessment as meaningful and relevant.  <i>Timeline for implementing next steps:</i>
<b>4. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology      Reporting/data Other		<i>Support Needed - Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<i>Place an X next to one:</i>  Not occurring Not systematic Planning to scale X Scaling in progress At scale	<i>Progress to date: (2,500 character)</i>  The faculty are new to the outcomes assessment cycle and those programs that have completed a full cycle with one or more PLOs are not necessarily the same programs that were up for program review. As the faculty/programs continue to complete the cycles and use the information in the program reviews, the faculty will better be able to see the	<i>Next steps: (1,000 character)</i>  Faculty are beginning to connect the valuable feedback from student learning in outcome assessment and the role the process should play in program review. The next steps are to ensure that the implementation plans that result from the cycle are carried out and assessed. The steps include closing the loop.  <i>Timeline for implementing next steps:</i>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>connection between the two and both processes will be more meaningful.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p><b>4. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology              Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>At this time besides certain classes students do not document their learning through portfolios for employers. If students seek assistance through JEC this is completed and/or an option. This process is not systematic.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Develop a process to assist students in collecting the information.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring 2020-FALL 2020</p>
<p><b>4. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology              Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  X Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Porterville College has used CCSSE on a three-year cycle since 2011. The survey has been conducted three times so far, with the fourth occurring in spring 2020. We have</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Our next step in this area is clarifying our professional development program. Through our IEPI plan, we have begun</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
	At scale	<p>found the survey results valuable in terms of college and program planning.</p> <p>The simple, easy-to-use reports from CCSSE include a Key Findings report that provide a quick summary college results and comparisons with the national cohort. Included in that report is a list of our top five questions that show areas where we are ahead of the national average and the five questions with the lowest comparative engagement. Our data team uses the latter to generate discussion about possible changes. For example, we have noticed, in multiple survey cycles, that our students are less likely to read outside of assignments, so we have created initiatives to encourage reading.</p> <p>The student-faculty report is used to generate discussion among faculty about differences in perceptions and behaviors and possible interventions.</p> <p>Perhaps most importantly, we have found the survey results useful in providing indirect evidence of our progress toward meeting Institutional Learning Outcomes. For example:</p> <ul style="list-style-type: none"> <li>• Our Institutional Learning Outcome #2 is Cognition (critical thinking). We found that questions 11d, 5b, 5c, 5d, 5e, and 5f were relevant to that Outcome and we</li> </ul>	<p>work in developing a more clear vision for professional development. This includes:</p> <ul style="list-style-type: none"> <li>• Improving our flex offerings</li> <li>• Investing in software to track professional development</li> <li>• Conducting equity and other retreats in which we examine data and brainstorm solutions</li> <li>• And, developing a separate budget for professional development.</li> </ul> <p>In addition to these, we have conducted occasional staff development surveys in the past and have evaluated our offerings in some terms. In spring 2020, we plan to systematize this effort, creating a professional development survey that will be conducted every three years as part of our regular survey cycle. This survey is planned for fall 2020. In addition, we will examine our professional development evaluation efforts to maximize the value of the results while reducing survey fatigue.</p> <p><i>Timeline for implementing next steps:</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>were able to provide data comparing PC responses to those questions with other small colleges and with the entire CCSSE cohort.</p> <ul style="list-style-type: none"> <li>• Our Institutional Learning Outcome #3 is Information Competency (research skills). We found that questions 4b, 4c, 4d, 4f, and 4g were relevant to that Outcome and we were able to provide data comparing PC responses to those questions with other small colleges and with the entire CCSSE cohort.</li> <li>• We expect to do this with some of our other ILOs as well.</li> </ul> <p>Some programs also use CCSSE results in program planning and implementation. For example, our Learning Center wanted data on whether students using the LC were more likely to engage in some specific behaviors that promote student success. We found that CCSSE had questions on both of those areas and we were able to provide them with data which they included in program review. These will likely be measured for progress each CCSSE cycle.</p> <p>We are currently in a college-wide discussion regarding equity and CCSSE results are a major part of that. We recently compared first-generation and continuing generation students on all CCSSE questions and are discussing those</p>	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>differences in committees to see how we might work to narrow achievement gaps among first-generation students.</p> <p>In addition to CCSSE, we also conduct a locally developed Student Satisfaction Survey, which we use to evaluate both classroom practice and various college services. We conduct other research, both quantitative and qualitative toward the same goal.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p><b>4. g. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>Technology                              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

**Additional REQUIRED questions:**

Student Engagement and Support	
STUDENT ENGAGEMENT	<p><i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor’s Office a system-wide qualitative measure of this effort.</i></p>

<p>In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)</p>	<p><i>Place an X next to one or more:</i></p> <ul style="list-style-type: none"> <li>Student survey(s)</li> <li>X Students serve on campus GP advisory committee(s)</li> <li>X Student focus groups</li> <li>Other: Major Cluster Activities</li> </ul>
	<p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>In an effort to learn more about the PC student experience, Student Life was enlisted in Spring 2019 to engage the student clubs in capturing student feedback in the areas of their personal motivation, classroom experience, reasons for choosing PC, and areas that PC could improve on. ASPC, PC Pride, PC Ambassadors, and PTK were among the student clubs who shared their perspective. Each group represented an aspect of student leadership and their involvement, relationships with and discussions with other students really added to the wealth of perspective provided. Overall the students felt that PC allowed them an opportunity to pursue higher education. The students cited being close to home as being a primary reason for selecting a PC with family being the largest motivator for going back to school. There were several topics that were highlighted in each group: the ability to eat in classes, more appointment times with advisors/counselors, safe spaces on campus, healthier food options, more online course offerings, and a student recreation space. The student's feedback has been incorporated in Student Services and guided pathway development discussions.</p> <p>There were also four general student focus groups facilitated between fall 2019 and spring 2019. There was diverse student population represented consisting of the following student groups; adult learners, LGBTQ+, military, ESL, first generation, re-entry, traditional, parent, and student government. The five trending topics consisted of reviewing the academic schedule to fit the need of the student body, healthier food options in the café, more outdoor tables, safe spaces for LGBTQ+, and child support resources. The student's motivations included students wanting to pursue a higher education, students work to become more focused, students want to become examples to their families, and have a drive to help people. Students want to stay at PC to transfer to a university, instructors/classmates motivate one another, friendly environments, instructors are available, and the college has a good support system. Some areas the focus groups identified as needing improvements were not enough tools within the courses to promote success, add transfer support, have more classes available, provide more evening classes, cheaper books, and add safe spaces to name a few.</p> <p>The President of the College also hosted Pizza with the President providing a venue for students to voice concerns, provide feedback and/or voice suggestions. This provides an opportunity for students to have a voice. Each college governance committee has a student representative assigned</p>



	<p>to the committee. The student have an opportunity to engage in the college planning process as well as provide input.</p> <p>Two student groups participated in the major clustering activities spring 2019. Some of the clusters the student camp up with made it to the final major clustering list. A couple of students also participate in the Guided Pathways planning meetings.</p>
<p><b>COURSE ALIGNMENT</b></p>	<p><i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i></p> <p><i>Course Alignment - Details: (1,000 character)</i></p> <p>The College is clarifying course sequences for program of study (including milestones) and having discussions regarding scheduling to meet the needs of students. The College is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes). Academic divisions have completed two-year plans Fall 2019. The academic web site with career and course information is in the process of being redesigned. The Counseling Division Chair assigned counseling liaisons with every division to update and/or create two-year plans in the academic areas.</p> <p>The College's IEPI plan highlights an objective within an enrollment management area of focus. The objective seeks to improve efficiency of the scheduling process by conducting a process analysis of schedule development. A consultant was hired to develop degeeworks reports to pull student educational plan data to use in course scheduling alignment and sequencing. A RNL consultant was hired to provide an enrollment management analysis with observations and recommendation. The recommendations will be discussed in the enrollment management committee. Some of the recommendations highlight the following:</p> <ul style="list-style-type: none"> <li>• Always begin with a review or process towards goals</li> <li>• Review the progress of Strategic Enrollment Management implementation</li> <li>• Introduce new concepts in enrollment management</li> <li>• Share sub-committee priorities</li> <li>• Prioritize strategies</li> <li>• Research and data first</li> </ul> <p>The recommendations will also be shared and discussed in College Council.</p>

--	--

**Additional OPTIONAL questions:**

Success Story	
<b>SUCCESS STORY</b>	<i>Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.</i>
<i>Title: Major Mapping</i>	
<i>Follow-up Contact Person(s): Cindy Pummill: cpummill@portervillecollege.edu</i>	
<i>Challenge: (1,000 character)</i>	
<i>Success Story: (10,000 character)</i>	
<p>Porterville College has adhered to the principle that Guided Pathways should be faculty driven. Because Pathways to Success and Equity committee (Porterville College's Guided Pathways committee) had heard that the hardest part of designing the pathways was the mapping of the majors, we decided that would be one of the first places to start to ensure it would be completed in time for implementation in Fall 2020. The process we decided on was one where as many faculty members as possible could be involved. Each division was asked to participate in the activity that was created. The administration, Student Services, Dual Enrollment committee and students were also asked to participate. There were 9 total groups, 5 of which were faculty. In a few cases there was a mixture of divisions (English worked with Fine Arts and Science, Math worked with PE).</p> <p>The activity was as follows:</p> <ol style="list-style-type: none"> <li>1. All the majors, job skills, and certificates of completion were written onto 4x6 cards.</li> <li>2. The participants were asked to group the cards by common courses, interests or careers.</li> <li>3. The cards were placed on a wall in the groups that were created.</li> </ol>	

4. Discussion of placement followed.

It was very interesting and satisfying to see faculty discuss something they had never really thought about. Getting faculty to think outside of the traditional division model was slow at first but gained momentum quickly. The most interesting discussions were between different divisions. Many faculty later said that they really enjoyed discussing this in a way they had never before considered.

After the activity was completed, faculty were asked to come back to answer a couple of questions. What was the hardest part of the activity? Were there any majors that fit in more than one group?

This activity was considered a great success because it was completed in about 2 months and included 75-80% of all the full-time faculty. (Adjunct faculty were invited to participate but none chose to do so.) This activity gave the faculty the opportunity to claim ownership of a part of Pirate Map (Porterville College's Guided Pathways). Since that part of mapping the majors was completed, more faculty have asked to be more involved in Pirate Map.

Fall 2019, we asked each division to complete two-year educational plans for each of the majors in their divisions. Spring 2020, each division is being asked to create a list of careers for each of their majors along with salaries and job perks that might accompany those majors. Porterville College has faculty active in the developing the Pirate Map for its students.

*Outcomes: (1,000 character)*

*Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:*

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