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:**

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 <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In <u>column three</u>, 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 <u>column four</u>, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made 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@cccco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
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". **Equity Considerations in Area 1:** • Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? • 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.)? • 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?			
1. MAPPING PATHWAYS TO STUDENT END GOALS 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)*	*Place an X next to one:* Not occurring Not systematic <mark>Planning to scale</mark> Scaling in progress At scale	*Progress to date: (2,500 character)* Academic Divisions updated their 2-year plans spring 2020. As of summer 2020, a catalog of careers and salaries project was completed to present to the academic divisions in early fall 2020 to connect major clusters to careers and salaries. As of fall 2020, all 2-year program plans were updated from each division and placed on a 2-year plan template with the new college logo. All 2-year plans have been placed in one centralized location on the college website. All outdated 2-year plans were removed from the college webpages. The new Pirate Maps webpage was updated and included the 2-year plans. The mapping workgroup completed short paragraph descriptions on each of the major clusters. The college worked with a coach, Dr. Al Solano from Continuous Learning Institute and with the Foundation for California	*Next steps: (1,000 character)* The first Pirate Maps Inquiry Completion Team was launched fall 2020. One of the tasks is to embed the second phase of the 2-year plans with milestones including career and salary information for students. Next Steps include: • Develop Marketing and Communication material for first two major clusters. The Pirate Maps Inquiry Completion Team are working on: People-ology and Educating the Future. • Update People-ology and Educating the Future Major Clusters second phase of the 2-year plans. • Pirates Maps Entry Orientation Team will focus on incorporating

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		Community Colleges Guided Pathways Regional Coordinator in developing next steps in the Pirate Maps process. Term, if *at scale* or *scaling:*	a major/career assessment as part of the CCCApply application. • Once the Pirate Maps Inquiry Completion Team is complete with the second phase of the 2-year plans with milestones then the Entry Orientation team will incorporate career/major cluster information in the Student Orientation. • The Pirate Maps Marketing and Communications Team will create and organize the first two major clusters on the college website. • The Academic Divisions will focus on completing the certificate pathways • Launch the second Pirate Maps Inquiry Completion Team focusing on the following major clusters: SySTEMS and Taking Care of Business *Timeline for implementing next steps:* *Spring 2021 – Fall 2021*
1. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

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Other			
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.	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark> At scale	*Progress to date: (2,500 character)* As of summer 2020, major cluster career and salary information was collected and located in a central repository for Division Chairs to review with the academic divisions. The Pirate Maps webpage with the 2-year plans was launched fall 2020. The website includes Career Coach for students. Career coach provides students the skills they need to be competitive in today's economy. Career Coach shares a vision of a better future by exemplifying exceptional leadership, advocacy, and support on behalf of the community colleges. The software includes career assessments, the ability to browse careers/programs, and to build resumes. The Pirate Maps website was launched and includes career and salary information for students including the current 2-year plans. The Promise Program launched a summer bridge program summer 2019. Major/career workshops were provided specifically to the promise cohort students. The promise students complete a workshop services, event, and activities all year. The College provides the following two courses for students:	*Next steps: (1,000 character)* • Develop Marketing and Communication material for first two major clusters the Pirate Maps Inquiry Completion Team are working on: People-ology and Educating the Future. • Update People-ology and Educating the Future Major Cluster second phase of the 2-year plans. • Academic Divisions Complete Certificate pathway plans. • Pirates Maps Entry Orientation Team will focus on incorporating a major/career assessment as part of the CCCApply application. • Update SySTEMS and Taking Care of Business second phase of the 2-year plans • Have the Academic Divisions along with the Counseling Division review current 2-year plans *Timeline for implementing next steps:* *Spring 2021- Fall 2021*

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		STSS P106: Personal and Career Exploration INST P-152: College & Career Readiness The INST P-152 courses are offered in the dual enrolled category with local high schools and the Adult School. Term, if *at scale* or *scaling:* *Spring 20 – Fall 20*	
1. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance　　Connections with other GP teams Regional training　　On campus /individual training Technology　　　　Reporting/data Other		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*
c.　Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	*Place an X next to one:* 　Not occurring 　Not systematic 　Planning to scale 　<mark>Scaling in progress</mark> 　At scale	*Progress to date: (2,500 character)* As of fall 20, the new Pirate Maps webpage was built and went live. The Pirate Maps Marketing and Communications workgroup led that project incorporating version one of the 2-year plans as well as linking to careers and salaries through Career Coach. The mapping resources on the page include: Guided Pathways Electronic toolkit, K-12 Community College Crosswalk, Career Pathways, Bringing Student Voices to Guided Pathways Inquiry and Design, Using Failure to Generate Innovation, etc. The first Pirate Maps Inquiry Completion Team	*Next steps: (1,000 character)* • Incorporate milestones into the second phase of 2-year plans. • Include career/salary information within 2-year plans. • Begin to organize first two major clusters into the College Catalog. • Pirates Maps Entry Orientation Team will focus on incorporating a major/career assessment as part of the CCCApply application. *Timeline for implementing next steps:*

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		launched fall 20 focusing on two major clusters: People-ology and Educating the Future. The team is represented of Administration, Faculty, and Classified. One of the team's tasks is to align the second phase of the 2-year plans with milestones. Career information will be included as links. There is also information required to post by federal regulations regarding gainful employment. The Job, Entrepreneur, and Career (JEC) Center provides additional information such as jobs, internships, information on starting a business, major and career resources, information for employers, JEC workshops/events, career assignments, and information on the Resource Center. Students also have the option on enrolling in the following student success courses: • STSS P106: Personal and Career Exploration • INST P-152: College & Career Readiness There are several internship opportunities provided with internal and external partners. An example of two are below: The Access to Careers and Employability (ACE) Program is an initiative that provides persons with disabilities a path to	*Spring 2021 – Fall 2021*

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		employment utilizing a variety of tools and resources. Current college students and recent college graduates are eligible to participate in the ACE program. The ACE Program is a partnership between the Workforce Investment Board, American's Job Center of California and Post-Secondary Educational Institutions. The Workforce Innovation and Opportunity Act (WIOA) is an adult program that serves individuals and assists employers meet their workforce needs. Enabling workers to obtain good jobs by providing them with training opportunities. Using funds allocated to our local area, individualized career and training services are provided to adults who are recipients of public assistance, low-income individuals, and individuals are basic skills deficient. WIOA is a partnership between American's Job Center, Adult Education Programs and Post-Secondar Institutions. Term, if *at scale* or *scaling:* *Summer 2020 – Fall 2020*	

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1. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*
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.	*Place an X next to one:* 　Not occurring 　Not systematic 　Planning to scale 　<mark>Scaling in progress</mark> 　At scale	*Progress to date: (2,500 character)* The current 2-year plans were reviewed by all academic divisions then posted on the new Pirate Maps webpage with the new college logo. The Pirate Maps website launched fall 2020 highlighting the 2-year plans and Career Coach. All outdated plans posted throughout Porterville College's website were removed and centralized on the Pirate Maps page. A Pirate Maps link was placed in other locations on the college website. Summer 2020, a small team created a centralized repository of career and salary information per major cluster. The Academic Divisions then reviewed fall 2020. This prepared the work for the first Inquiry Completion Team. The first Pirate Maps Inquiry Completion Team was formed and launched fall 2020. The team members represent all constituents while focusing on phase two of the 2-year plans. This first team is focusing on two major clusters: People-ology and Educating the Future.	*Next steps: (1,000 character)* • Academic Divisions will create/update certificate pathway plans. • Pirate Maps Inquiry Completion Team will create second phase of the 2-year plans to include milestones. This team will be focusing on two major clusters: People-ology and Educating the Future. • Milestones will include career and salary information per major cluster. • A second Pirate Maps Inquiry Completion Team will launch spring 2021. *Timeline for implementing next steps:* *Spring 2021 – Fall 2021*

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		The College is in the process of transitioning to a virtual catalog, ELumen. The catalog will have live links and will be easier to update through the online queuing approval system. Term, if *at scale* or *scaling:* *Spring 2020 – Fall 2020*	

1. d. Support Needed? *Type of Support - place an X next to one or more:*
 	
   Policy guidance   Connections with other GP teams
   Regional training   On campus /individual training
   Technology   Reporting/data
   Other
		Challenge or barrier: (1,000 character)	*Support Needed – Detail: (1,000 character)*

e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	*Place an X next to one:*
	   Not occurring
	   Not systematic
	   Planning to scale
	   Scaling in progress
	   <mark>At scale</mark>
		Progress to date: (2,500 character)
		
		The Math Division continues to collaborate with local high schools to ensure a seamless transition into transfer level courses at PC. All students entering PC are placed into a transfer level math course based on their desired pathway and high school GPA. There has been a limited review of success rates based on the new multiple measures placement chart implemented in fall 2019. Preliminary success and retention rates in transfer level courses showed increases, but due to Covid-19 it is difficult to make inferences based on only one full, uninterrupted semester of implementation.
			Next steps: (1,000 character)
			
			Continue to review the data for each semester to determine equity gaps in mathematics program.
			
			Implementation of a MESA program to increase student engagement and success in STEM courses.
			
			Development of a STEM & Literacy Center that will enable students to have a specialized place on campus focused on students passing gateway mathematics and English courses and entering into STEM fields.

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		Covid-19 has placed unintended barriers to success that are not reflective of the pathways developed for students. Term, if *at scale* or *scaling:* Fall 2020	*Timeline for implementing next steps:* *2020-2021*
1. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

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Equity Considerations in Area 2: • 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? • 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? • 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?			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark> At scale	*Progress to date: (2,500 character)* The Job, Entrepreneur, and Career (JEC) Center is working to integrate on to each degree and certificate programs webpage a Career Coach API plug-in that displays related career and economic data to assist students in making informed decisions when exploring and choosing majors. When completing new student orientation students will be directed to take a 60 question Career Coach Assessment to align their interest with their educational and career goals. Host industry specific events, job and career fairs bringing together students and industry partners to expand students' knowledge of career opportunities. Entry/Enrollment Services team conducts Career and Major Exploration Workshops with the high school seniors before they complete the CCCApply application. This	*Next steps: (1,000 character)* Coordinate with Porterville College web content editor to integrate Career Coach API into each degree and certificate program page. Integrate Career Coach Assessment into the onboarding process. *Timeline for implementing next steps:* *Fall 2021* In Progress as of Fall 2020-the advisors will be trained on new presentation methods/branding beginning in December 2020 to be more uniformed and consist with messaging about PC. The Career and Major exploration workshops will be implemented in fall 2021.

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		helps the student to make an informed decision on their application.

Career and Major exploration workshops will be offered to other grades such as middle schools and high school freshmen, sophomores, and juniors. This was requested by the high schools since they do not have Career Center on the high school campuses.

Students are notified of next steps that outline the matriculation steps, receiving priority registration, and other important information/deadlines. A Cognos report shows incomplete matriculation steps for students.

Educational Advisors conduct presentations on Career/Major exploration during various STSS classes for those instructors that submit a request. We would like Career/Major exploration presentations to be conducted in all sections during the first two weeks of the semester. Many freshman students are still undecided on their major or what their long-term career goals are.

Term, if *at scale* or *scaling:*

Summer 2020 – Fall 2020 | The students being notified of next steps of the matriculation steps is in-progress.

The Career/Major exploration workshops embedded within the STSS classes is In-progress. We would like for all STSS instructors to allow Career/Major exploration presentations during the first two weeks of the semester. |

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2. a. Support Needed? *Type of Support - place an X next to one or more:*
 	
    Policy guidance   Connections with other GP teams
    Regional training   On campus /individual training
    Technology   Reporting/data
    Other
		Support Needed – Detail: (1,000 character)	*Challenge or barrier: (1,000 character)*

b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	*Place an X next to one:*
	    Not occurring
	    Not systematic
	    Planning to scale
	    Scaling in progress
	    <mark>At scale</mark>
		Progress to date: (2,500 character)
		
		Language Arts and Mathematics division continue to review innovative ways to engage students in gateway courses. Both divisions have created co-requisite courses that enable all students to take transfer-level courses with just in time remediation to assist students throughout the course. In addition, the Learning Center offers Writing Mentors, Math Mentors, Peer & Embedded Tutors, PASS Leaders and PC Tech Navigators which provide academic support services to students who are struggling. The PC Tech Navigators is a new program that was developed to assist students that are struggling with the technology and software for online courses. The PC Tech Navigators are able to walk the students through their technology and software concerns on a peer-to-peer basis. Embedded Tutors and PASS Leaders are embedded into courses to provide tutoring and group study sessions throughout the length of the course. Both Language Arts and Mathematics Divisions have been collaborating with the high schools to increase dual enrollment offerings and
			Next steps: (1,000 character)
			
			Next steps: English alignment meetings with local high schools to create a community focused on assisting underprepared students to be college-ready.
			
			Implementation of a MESA program to increase student engagement and success in STEM courses.
			
			Timeline for implementing next steps:
			
			Spring 2021-Fall 2021

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		create pathways from high school to college. Term, if *at scale* or *scaling:* *Fall 2020*	
2. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance　　　Connections with other GP teams Regional training　　　On campus /individual training Technology　　　Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
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)*	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress ==At scale==	*Progress to date: (2,500 character)* The Math Division offers co-requisite courses that are paired along with their transfer-level courses. The co-requisite courses provide just in time remediation to academically underprepared students. The Math Division utilizes Math Mentors, PASS Leaders and Peer Tutors to provide learning support services to students who need additional assistance to complete their mathematics courses. Currently, plans are in development to create a STEM & Literacy Center on campus to have a specialized location for students to receive assistance from academic support services. The college implemented and currently uses a Multiple Measures Placement Chart to place all students into a transfer level Math course during their	*Next steps: (1,000 character)* Implementation of a MESA program to increase student engagement and success in STEM courses Development of a STEM & Literacy Center that will enable students to have a specialized place on campus focused on students passing gateway mathematics and English courses and entering into STEM fields. *Timeline for implementing next steps:* *Spring 2021-Fall 2021*

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		first year at Porterville College. The Mathematics Division Chair and Mathematics Curriculum representative worked with counselors to ensure student placement was appropriate to students' transfer or career path. All students are placed into a transfer level math course based on their desired pathway and high school GPA. Term, if *at scale* or *scaling:* *Fall 2020*	
2. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
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)*	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress <mark>At scale</mark>	*Progress to date: (2,500 character)* The Language Arts Division currently only offers transfer-level courses for English. To assist underprepared students, the Language Arts Division offers co-requisite English P101AX, which provides just in time remediation support, and have about 10 sections each semester at various times to accommodate students' schedules. The Title V grant will bring a STEM & Literacy Center to Porterville College. The Language Arts Division continues to offer assistance	*Next steps: (1,000 character)* Continue to provide training to counseling and advising team about placement model for English courses. Development of a STEM & Literacy Center that will enable students to have a specialized place on campus focused on students passing gateway mathematics and English courses and exploring career opportunities.

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		with writing assignments through the Learning Center; this includes Writing Mentors and Peer & Embedded Tutors. Term, if *at scale* or *scaling:* *Fall 2020*	*Timeline for implementing next steps:* *Spring 2021-Fall 2021*
2. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress <mark>At scale</mark>	*Progress to date: (2,500 character)* The Learning Center continues to develop programs focused on assisting students through their educational journey. Currently, Porterville College students have access to Writing Mentors, Math Mentors, Peer & Embedded Tutors, PASS Leaders, PC Tech Navigators and STAR-CA Tutors. The two newest programs that were developed were the PC Tech Navigators and the STAR-CA Tutors. The PC Tech Navigators provide front-line support for PC students that need technology and/or software assistance. This peer-to-peer support is expected to decrease the amount of technology anxiety students have when taking online courses and allow students to focus more on the learning the content then the technology and software issues. The STAR-CA Tutor	*Next steps: (1,000 character)* Research reading apprenticeship programs to see if it can be integrated into existing academic support programs on campus Development of a STEM & Literacy Center that will enable students to have a specialized place on campus focused on students passing gateway mathematics and English courses and exploring career opportunities. *Timeline for implementing next steps:* *Spring 2021-Fall 2021*

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		program is in collaboration with 9 other California Community Colleges and is focused on sharing tutoring services amongst a consortium of colleges so that students have access to tutoring services for subjects and time frames that we do not have available. In addition, students have access to research assistance and free textbooks through the PC Library and Lending Library programs. Term, if *at scale* or *scaling:* *Fall 2020*	
2. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
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.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress ==At scale==	*Progress to date: (2,500 character)* The College continues to have a robust Dual Enrollment Program with all feeder high schools. There are continuous discussions around the framework and alignment with high schools on sustainable approaches to support and enhance successful transition between secondary and post-secondary. There were approximately 35 dual enrolled sections being offered fall 2020 and 43	*Next steps: (1,000 character)* The college will approach improvement and expansion of dual enrollment in the following key areas: Through the college's strategic planning process we will solidify and formalize institutional goals for dual enrollment scale of adoption. Processes will then be

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		sections for spring 21. A College level Statistics course is being offered as a dual enrollment course at the high schools this spring 20 term as well as beginning to offer the CSU golden four: • Oral Communication • Written Communication • Critical Thinking • Mathematics/Quantitative Reasoning The College continues to provide The Fast Track to College program. The program has provided opportunity for high school students to earn college credit while still in high school, get a head-start on college education and career readiness, provide seamless transition into college and career options, and save on tuition and relates costs. Through the CAPP grant fall 20 in partnership with three local high schools, the following courses were offered "Get Focused, Stay Focused" which were provided to Freshmen students within the CAPP cohort. The course is an articulated course established by an MOU with the college. The semester-long course in 9th grade marks the beginning of a 10-year educational plan for student. For one of the partner high schools, the course is a	applied to effectively address those goals. The college will strengthen communication and support structures to local high schools to better guide prospective students and inform of pathway acquisition and completion. This will include counseling, pathway alignment, and substantive modifications management, so as to improve efficiency and accuracy. The goal is to have a 4% annual growth for dual enrollment sections and enrollment. There were 41 dual enrolled sections in 2016-2017 and 52 sections in 2019-2020. The 2021-2022 goal is to serve 1,463 high school students. The CAPP Extension Grant Phase II will continue to provide seamless transitions for students from high school to community college that are mutually beneficial to both systems as they move forward with student-centered local and state initiatives. The grant will address equity, partnership, and sustainability. *Timeline for implementing next steps:* Spring 2021 to Spring 2022

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		"mandatory elective" for all freshmen. The course includes units on: • Finding your personal passion and professional/career possibilities • Choosing the right college or career pathway • Budgeting/Finances • Employment Term, if *at scale* or *scaling:* *Spring 2020 – Fall 2020*	
2. f. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: - How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? - How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? - How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? - 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?			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark> At scale	*Progress to date: (2,500 character)* All Counselors and Educational Advisors utilize the DegreeWorks tool to check students' progress, degree audit, and percentage completion in their identified major. This fall 2020, the platform was updated and a trainer from Ellucian spent time with the team reviewing the new look and updates. Several DegreeWorks completion reports were created as well as scribe training provided to the leads. The following DegreeWorks were created: - PC DW GE Area Completion Detail Report - PC DW GE Area Completion Summary - PC DW Percent Complete Report - PC DW SEP Course Demand Report - PC DW SEP Summary Report - PC DW SEP Tracking Report Three Educational Advisors conduct 45-unit completion campaigns to reach out to students near completion and schedule appointments with students to discuss degree completion and courses needed. A	*Next steps: (1,000 character)* *Spring 2021:* - Focus on specific student populations for Counselors and Advisors to focus on and monitor/specific Case Management - Counselors/Advisors to utilize Navigate and student campaigns to promote grad checks - Remind students to attend Be Grad Ready workshops to assist them with completion of their degree petitions on time - Use new DegreeWorks completion report to monitor students' progress towards completion (training scheduled for spring 2021) *Timeline for implementing next steps:* *Spring – Fall 2021*

		Cognos report is used as a tool that is divided amongst the three advisors. We are also going to begin meeting with the CTE division, lead counselor, lead advisor and administration to begin a new certificate marketing campaign (spring 2021). Term, if *at scale* or *scaling:* *Fall 2020*	
3. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
b. Students can easily see how far they have come and what they need to do to complete their program.	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark> At scale	*Progress to date: (2,500 character)* Educational Advisors conduct 45-unit completion campaigns to reach out to students near completion and schedule appointments with students to discuss degree completion and courses needed. We use a Cognos report that is divided amongst the three advisors. We are also going to begin meeting with the CTE division, lead counselor, lead advisor and administration to begin a new certificate marketing campaign (spring 2021). Once a student submitted their degree evaluations, the evaluator reviews and determines any deficiencies. If a student has any deficiencies, the evaluator forwards the degree evaluation letter to an	*Next steps: (1,000 character)* Continue to create Navigate appointment campaigns, Navigate appointments, use Navigate Progress Report campus wide, Navigate Communication/Messaging, create a calendar plan of what other capacities of Navigate will be introduced to maximize usage and provide training, continue to provide training for Degree Works for counselors and advisors as needed, Videos for students on Degree Works, Navigate, and Early Alert. Continued student contacts from Educational Advisors and Counselors for grad check appointments and follow up services to keep students on track for completion of their programs.

| | | educational advisor who then promptly contacts the student for course registration the following semester.

We have continued with the CSEP campaigns and Degree Works and Navigate are being utilized.

Be Grad Ready Workshops have been very helpful to students and are offered monthly. The workshops have had heavy attendance during peak deadlines for graduation evaluation form submission for spring.

Term, if *at scale* or *scaling:*

Fall 2020 | • Remind students to attend Be Grad Ready workshops to assist them with completion of their degree petitions on time
• Use new DegreeWorks completion report to monitor students' completion (training scheduled for spring 2021)
• Continue to create Navigate appointment campaigns, Navigate appointments, use Navigate Progress Report campus wide, Navigate Communication/Messaging, create a calendar plan of what other capacities of Navigate will be introduced to maximize usage and provide training, create videos to show students how to use Navigate.
• Schedule Grad Check appointment
• Continue to provide training for Degree Works for counselors and advisors as needed, Videos for students showing how to use Degree Works.
• Continue to offer MyDegreePath workshops for students to attend.

Timeline for implementing next steps:

Spring 2021 |
|---|---|---|---|
| **3. b. Support Needed?** *Type of Support - place an X next to one or more:*

Policy guidance   Connections with other GP teams | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |

Regional training Technology Other	On campus /individual training Reporting/data		
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.	*Place an X next to one:* Not occurring Not systematic ==Planning to scale== Scaling in progress At scale	*Progress to date: (2,500 character)* The Early Alert Program transitioned from SARS ALERT to the Navigate system and continued to provide services using the new system by Fall 2019. • Discussion of the transition began spring 2018 • Communicated and tested the new system with faculty in the spring and summer 2019 • The Early Alert Navigate system became available for faculty to use by summer 2019 (soft launch) • Launch of the new system was fall 2019 • Morning and Afternoon Session: Faculty & Early Alert Staff Meet & Greet were provided to introduce faculty to the new system on September 16, 2019 • Received faculty feedback and communication continued among instructional faculty, administrators, Director of Equity and Education Services, EAB Strategic Leader, Early Alert advisor and counselor though out the fall 2019 term • Early Alert staff brought up questions and ideas to the EAB representative throughout fall 2019 Changes with the Transition from SARS ALERT to the Navigate System:	*Next steps: (1,000 character)* Spring 2021: I. Counselor and advisor will present at the Adjunct Orientation and Provide Zoom trainings II. Continue to communicate with faculty via email/phone calls/Canvas messages and link to website III. Make changes to Early Alert website: Step-by-Step Handout/Videos/Zoom Trainings Links IV. Create Student Early Alert Appointment Campaigns V. An additional advisor will assist with Early Alert referrals for the first contact and phone calls during peak time *Timeline for implementing next steps:* 2021-2022: Continue to evaluate, make changes to the program, and use Navigate to a greater capacity to maximize the use of the system.

		• Students are not notified of the referral when faculty submit the referral • Students are notified of the referral by the Early Alert advisor during the first contact via phone, email and/or via a Navigate appointment campaign • Faculty can track the referrals by accessing the Navigate Case Notes made by the Early Alert staff regarding each referral submitted and receive an email of the referral outcome when cases are closed Term, if *at scale* or *scaling:*	
3. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
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	*Place an X next to one:* Not occurring <mark>Not systematic</mark> Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* The services which are provided to students who are unlikely accepted into the limited-access program are the following provided by an Educational Advisor: -Comprehensive review of policies, procedures, eligibility requirements for specific programs of interest -Review of student's academic history and provide guidance on ways they can improve their chances in future applications to the program -Collaborate with the student to create a course schedule or place of action to	*Next steps: (1,000 character)* The Counseling Division Chair, Associate Dean of Health Careers, Health Careers Educational Advisor, and the Health Careers Division Chair will be meeting to create a pathway for students who are not accepted into the Nursing program. *Timeline for implementing next steps:* *Spring 21 – Fall 21*

		continue working towards their educational and career goals -Career Advising: overview of related career paths in relation to healthcare or CTE depending on the student's career interests -Provide appropriate resources on both online and in-person services available on/off campus e.g., CalWORKs, Tutoring, JEC Center, Employment Connections, etc. -Encourage the student to explore and research other interests or related career field using new tools and resources they have acquired -Promote continuity of support with students by encouraging them to keep the assigned Educational Advisor updated via online or in-person advising on any progress or set-backs they experience. In 2019-2020 there were 474 students who had selected the Nursing Associate degree as their major and 65 students who selected Registered Nursing as their major. Only 20 students are selected into the Nursing program annually. Term, if *at scale* or *scaling*: *2020-2021*	
3. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance　　　Connections with other GP teams Regional training　　　On campus /individual training Technology　　　Reporting/data Other	*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

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.	*Place an X next to one:* Not occurring Not systematic ==Planning to scale== Scaling in progress At scale	*Progress to date: (2,500 character)* The college is in the process of transitioning to an updated scheduling tool which promises significant improvements. Included in this tool are robust reporting and analysis features that permit evaluation of conflicts in student schedules and optimizations to improve student capacity to complete a course of study in the shortest time. The Enrollment Management Committee used several standing meetings to discuss and strategize specific course scheduling, adding sections, and selecting instructional modalities to ensure students can access the necessary courses for completion. Long-term, multiple-semester considerations were integral to the planning. The quantity and discipline selection of Dual Enrollment course offerings were deliberated across several committees, divisions, and the Academic Senate. Consequently, those offerings and proposed offerings were strategically selected based upon student need and the course integration within programs of study. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Scheduling, course section offerings, and instructional modalities will consistently be discussed and strategized in Enrollment Management Committee meetings. Once DegreeWorks and Ad Astra are fully functional the analyses of previous semesters will be integrated into ongoing planning. The Enrollment Management Committee will consider how the current pandemic crises has impacted student learning and instructional modalities and evaluate how previous assumptions have been permanently disrupted. These disruptions will figure strongly into all aspects of enrollment management for the foreseeable future. The Strategic Planning Committee will evaluate Dual Enrollment goals. *Timeline for implementing next steps:* *2020-2021*
3. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

Regional training Technology Other	On campus /individual training Reporting/data		

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • 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)? • 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)? • 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?			

4. ENSURING THAT STUDENTS ARE LEARNING
 	
 a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
	Place an X next to one:
	    Not occurring
	    Not systematic
	    Planning to scale
	    <mark>Scaling in progress</mark>
	    At scale
		Progress to date: (2,500 character)
		
		 The Outcomes Committee has implemented a new defined cycle in all aspects of outcomes 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. The committee focused on PLOs (each division is attempting to implement a system that works well for its faculty, disciplines, SLO assessment methods, etc.), closing the loop (especially the mindset of a never ending assessment cycle and eliminating the idea that assessments are "finished"), and providing resources to make the process more user-friendly and intuitive (such as a Canvas page and help videos).
			Next steps: (1,000 character)
			
			 <mark>Need</mark>
			
			 Provide Quick Tips for Online Success Returns to PC Faculty. Quick Tips for Online Success is a webinar-style presentation & chat series to assist faculty to improve their virtual classroom. The series is local, personal, it's with faculty peers, and it's their chance to be a part of the discussion. The series includes the following:
			 • Quick Tips for New Format, Old Problems
			 • A Deep Dive to Ensure Learning
			 • Quick Tips to Save Time
			 • Quick Tips Special: Canvas Makeovers
			 • Quick Tips for Open Education Resources
			 • A Deep Dive to Prevent Learning Loss
			
			 Continue to provide online teaching and learning support to faculty. Provide the

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		During spring 2020, the SLO Coordinator provided an SAO 101 training to all Student Services program leads reviewing developing and assessing SAOs. A Canvas Outcomes page was created fall 2020 for each division. Each division has it's own page with a link to the SLOs to be collected for the term, SLO timeline, and the SLO Assessment Results Report Form for that division. This centralizes the process and organizes the information. The Canvas Outcomes page includes the Porterville College Outcomes Handbook, SAO Tutorial, A Guide to Developing Service Area Outcomes, Outcome Cycle Rotation Completion Forms, and a handout outlining tips on creating an SAO. <mark>FLEX Speakers and Social Justice Training</mark> Term, if *at scale* or *scaling:* *Spring 2020 – Fall 2020*	Introduction to Online Teaching and Learning which is a four-week online workshop that included instructors to the major policies, regulations, guidelines, and accepted best practices for teaching fully online courses. An example of the topics reviews in the workshop include: • Evaluate accessibility of online course content • Develop rubric criteria • Develop an outline for an online course using backward design • Develop clear and supportive online policies *Timeline for implementing next steps:*

4. a. Support Needed? *Type of Support - place an X next to one or more:*
 	
  Policy guidance   Connections with other GP teams
  Regional training   On campus /individual training
  Technology   Reporting/data
  Other
		Support Needed – Detail: (1,000 character)	*Challenge or barrier: (1,000 character)*

b. Instruction across programs (especially in program introductory courses) engages students in active and applied	*Place an X next to one:*
	
	  Not occurring
	
	  Not systematic
		Progress to date: (2,500 character)	*Next steps: (1,000 character)*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)*	<mark>Planning to scale</mark> Scaling in progress At scale	College Council is responsible for assessing Institutional Learning Outcomes (ILOs) while the Curriculum Committee is responsible for assessing General Education Learning Outcomes (GELOs). The Curriculum Committee has completed an assessment cycle for GELOs 1 through 4, but the progress halted due to the COVID pandemic as the committee dealt with the pressuring maters of distance learning addendums. College Council has completed as assessment cycle for ILOs 1 through 3 and is currently assessing 4 and 5. Term, if *at scale* or *scaling:*	Continue with GELO and ILO assessment timeline. *Timeline for implementing next steps:* *Spring 2021 – Fall 2021*

4. b. Support Needed?   *Type of Support - place an X next to one or more:*
 	
    Policy guidance   Connections with other GP teams
    Regional training   On campus /individual training
    Technology   Reporting/data
    Other
		Support Needed – Detail: (1,000 character)	*Challenge or barrier: (1,000 character)*

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.	*Place an X next to one:*
	    Not occurring
	    Not systematic
	    <mark>Planning to scale</mark>
	    Scaling in progress
	    At scale
		Progress to date: (2,500 character)
		
		Most faculty have participated in professional development that addresses innovative teaching and learning. It's expanding into new ways to view to address learning. These efforts should increase and broaden strategies faculty use to anchor classroom learning to the
			Next steps: (1,000 character)
			
			The College will strengthen and expand professional development that reinforces innovative teaching and learning. Included in these efforts will be resources that support service learning and work-based learning.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		real work. But the situation this year with the pandemic probably isn't going to allow us to see those chances in practice yet. Multiple teaching online sessions were provided for faculty to teach online as professional development. The workshops included Kung Fu Canvas and Introduction to Online Teaching and Learning. There were also various topics related to online instruction in the form of a webinar provided to faulty as well. All sociology courses, students are required to complete four hours of service learning where they volunteer their time meeting needs of the community. It must be something they are doing for the first time and the service-learning requirement for each lass must be different from any they completed for another sociology class. While doing the work, they complete a participation observations, collecting observation data while working. They write about their experience and connect it to course readings in their field journal (a 25-page project combining various data and integrative activities with a concluding essay). Students who major in sociology will have completed 20 total hours of service-learning at five different locations by the time they finish their degree. This is something that the PC Sociology ADT does that sets it apart from many others.	*Timeline for implementing next steps:* *Spring 2021 – Spring 2022*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		In 2019/20 approximately 87 internships opportunities were provided to students with internal and external partners and 79 work-based learning opportunities. In 2020/21, 48 internships were provided and 162 work-based learning opportunities. These opportunities range from CalWORKs, STEPS, ACE, BSAD 162 course, and WIOA. An example of an internship site is STEPS. The Tulare County Office of Education received STEPS funding. The provided an opportunity for 25 of the college's Disability Resource Center students under the age of 21 to be able to complete 30 hours of virtual workforce readiness and receive a stipend then places with a local organization for 190 hours of paid work-based learning. Term, if *at scale* or *scaling*:	
4. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across	*Place an X next to one:* Not occurring Not systematic	*Progress to date: (2,500 character)*	*Next steps: (1,000 character)* Continue all assessment cycles. Begin to discuss and incorporate embedding the

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
each program, in both arts and sciences and career/technical programs.	Planning to scale <mark>Scaling in progress</mark> At scale	Each division is attempting to implement a system that works well for its faculty, disciplines, SLO assessment methods, etc. All divisions are in some process of the PLO assessment cycle and have a timeline for the cycle. A Canvas Outcomes page was created fall 2020 for each division. Each division has it's own page with a link to the SLOs to be collected for the term, SLO timeline, and the SLO Assessment Results Report Form for that division. This centralizes the process and organizes the information. The Canvas Outcomes page includes the Porterville College Outcomes Handbook, SAO Tutorial, A Guide to Developing Service Area Outcomes, Outcome Cycle Rotation Completion Forms, and a handout outlining tips on creating an SAO. This process is also embedded into the College's Program Review cycle. Each area documents that assessment is taking place on a regular basis, that the program is discussing those assessments, and that decisions about the future of the program are being made based on the results of the assessments. It is recommended for Instructional Programs to assess both course and program level outcomes. The Program Review cycle is every three years. Term, if *at scale* or *scaling:*	Guided Pathways framework into the Program Review process. *Timeline for implementing next steps:* *2020-2021*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
4. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
e. <mark>Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</mark>	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* The college recently partnered with the Central Valley Mother Lode Regional Consortium, LinkedIn Learning as a new e-learning resource available to students, faculty, staff, and administrators. LinkedIn Learning is an award-winning industry leader in online training, with a digital library of over 16,000 courses covering a wide range of technical, business, software, and creative topics. Professors have the ability to edit and create or share pre-existing learning paths and courses that are specific to their lesson plans that can be shared with their student for viewing. Once a learning path or course is completed then the individual earns a certificate of completion. An example of some of the courses include: • Developing Critical Thinking Skills in Students • Engaging Students in the Classroom • Core Strategies for Teaching in Higher Ed	*Next steps: (1,000 character)* *Timeline for implementing next steps:*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling:*	
4. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	*Place an X next to one:* Not occurring Not systematic <mark>Planning to scale</mark> Scaling in progress At scale	*Progress to date: (2,500 character)* The sociology students complete a 25-page field journal in certain sociology courses, documenting various data collection activities like interviews, content analysis, field observations, service-learning and social action projects that differ for each class. Those completing the degree will have five such field journals to show. Health Careers requires a portfolio for Psych Tech and the RN programs. The portfolio follows the students throughout the program and is used during job applications and interviews. Portfolio: The purpose of the portfolio is to provide the student with quick access to important documents as well as to provide a place to showcase the student's achievements, learning and competencies.	*Next steps: (1,000 character)* Create a matrix of programs and/or courses which require portfolios and explore other opportunities for courses/programs to include. *Timeline for implementing next steps:* *Spring 2021 – Spring 2022*

Guided Pathways Essential Practices	Scale of Adoption at Our College	**Progress to Date Implementing Practice** *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Students can expect to present the portfolio at the beginning of each clinical rotation, and during the clinical evaluation process. But, in order to meet the student's needs, the instructor may request the student to present the portfolio at any time. The portfolio consists of a binder in which the following items are kept: • Copies of: Physical Exam • TB Skin test or CXR] • All immunizations • AHA Healthcare Provider • CPR Car • AND Student Handbook • Safety Manual and copies of signature pages • Referrals/Learning Contracts/Conference Reports/Probations Forms • Program Skills Checklist and Student Self-Checklist for NCLEX Success • Completed Clinical Evaluation Forms • Kaplan proctored exam results • TEAS results The Art and Philosophy courses frequently have the students develop portfolios of bodies of work and are used to share with potential employers or clients.	

Guided Pathways Essential Practices	Scale of Adoption at Our College	**Progress to Date Implementing Practice** *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling:*	
4. f. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark> At scale	*Progress to date: (2,500 character)* 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 2022. We have found the survey results valuable in terms of college and program planning. CCSSE includes a Key Findings report that provide a quick summary college results and comparisons with the national cohort. Included 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.	*Next steps: (1,000 character)* Our next step in this area is clarifying our professional development program. Through our IEPI plan, we have begun work in developing a clearer vision for professional development. This includes: -Improving our flex offerings -Investing in software to track professional development -Conducting equity and other retreats in which we examine data and brainstorm solutions -And developing a separate budget for professional development. In addition to these, we have conducted occasional staff development surveys in the past and have evaluated our offerings in some terms. In spring 2021, we plan to systematize this effort, creating a professional development survey that will be conducted every three years as

Guided Pathways Essential Practices	Scale of Adoption at Our College	**Progress to Date Implementing Practice** *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	**Next Steps Toward Implementing Practice at Scale & Timeline**
		The student-faculty report is used to generate discussion among faculty about differences in perceptions and behaviors and possible interventions. We have found the survey results useful in providing indirect evidence of our progress toward meeting Institutional Learning Outcomes. For example: • Our ILO #2 is Cognition (critical thinking). We found that questions 11d, 5b, 5c, 5d, 5e, and 5f 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. • Our ILO #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. • Our ILO #4 is Social and Cultural Responsibility (global citizenship). We found that questions that questions 9c, 10c, and 11f 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.	part of our regular survey cycle. This survey is planned for fall 2021. This effort had been planned for 2020, but was delayed with the pandemic. We also plan to continue to participate in CCSSE. We were in the midst of survey administration in spring 2020, but had to halt due to the pandemic. Our survey administration will likely resume in spring 2022, and we will resume participation every three years thereafter. *Timeline for implementing next steps:*

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		• We expect to do this with some of our other ILOs as well. 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. We care 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 differences in committees to see how we might work to narrow achievement gaps among first-generation students. 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.	

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

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	*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.*

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	*Place an X next to one or more:*
	Student survey(s)
	    Students serve on campus GP advisory committee(s)
	==Student focus groups==
	    Other:

	Engagement Efforts - Details: (1,000 character) The Porterville College Office of Institutional Research conducted a pair of focus groups on March 5th, 2020. These groups focused on a set of questions, previously discussed with various groups on campus, including student services and Data Team, that were designed to elicit specific feedback on questions that the college is currently experiencing and attempting to address in its student success and equity work.

The first focus group had a total of eight participants and the second four. Both groups went well and gathered important information, though the former seemed to be a richer discussion (focus groups are usually 6-12 participants, so only four is a rather small one).

There were four main substantive questions in the focus groups, though two others were included for introduction and summary. A review of the responses and discussions of these four questions is provided below, followed by a summary and recommendations going forward.

We note as an aside that these groups were conducted shortly prior to spring break and the subsequent COVID-19 pandemic closure. The results were not affected by the pandemic or the college's response.

Summary, Conclusions, and Recommendations

The focus group participants were engaged and highly appreciative of the opportunity to participate and engage. Multiple group members expressed this and the desire to participate further, as needed.

Participants were also quite complimentary of the college, and especially of faculty. The students we interviewed were a diverse group, in demographics and in experiences, but it was clear that for many, Porterville College is a part of, or even the center of, their community. As one stated: "I started my life all over again. It's a new start and I built it around this place."

Participants were effusive in their comments, particularly about faculty, describing them as "caring." One stated, "They will take the initiative, put in the time with you."

Another agreed, "Teachers do a good job setting me up for success."

There were occasions throughout the discussions when students complained, usually about a specific issue. These are noted above only when there was a pattern or consensus of participants. But it is worth keeping in mind that each interaction has the potential to set a tone for our students' experiences at the college.

When asked about the transition from high school (or their other previous educational experiences), students were aware of clear distinctions, both academically and culturally in these experiences and they largely appreciated these differences. They appreciate the college experience and compare it positively with the comparatively more prescriptive high school one.

This distinction translated into the next question as students were largely unaware, despite the college's efforts, of the changes in the placement process. They had, by and large, only accepted what they were told by counselors, advisors, and others with whom they interacted, and had generally not

questioned, at least not until directly asked, their placement in English and math classes. If there is anything to come out of this discussion, it would likely be that the college's efforts would be better spent, not on communicating the changes, but on making sure the process is as accurate as possible and is communicated well to each student. There seems to be little need to focus on what happened in previous years as each new group of students is likely to accept the current process as it is presented to them.

On the other hand, the college is to be commended for its communication efforts with regard to student support services. Students interviewed were very well aware of their various options, and furthermore, spoke quite highly of most of them. If anything is to be done in this area, it is to continue this effort to provide these options, to expand some of them (such as the Lending Library) and to continue to work to make students more comfortable attending office hours.

The focus groups show how complex the textbook situation is, for both students and faculty. The number of options available, how they differ by subject area, the varying and increased costs, and the different ways in which technology has changed, and will continue to change these choices for both students and faculty. If there is a clear recommendation to be made here, it is that the college should have an ongoing, faculty-led, dialogue on textbooks and other course materials. That dialogue should include, at a minimum, the impact of changing technology options, both proprietary and open source, the ways in which pedagogical strategies impact the value textbooks bring to the student experience, and the rising and various costs, with an understanding that all of these are in constant flux.

In the closing question, there were complaints brought up about specific occurrences, but these are discussed here only when there was a pattern in the discussion. One such pattern was that multiple students wanted faculty to use Canvas, which they find useful, even if their class does not have an online component. Students specifically mentioned that Canvas made it easier to track their grades and progress. Just weeks after the focus groups, the college switched to remote learning for the remainder of the spring 2020 semester due to the COVID-19 epidemic and Canvas came into wider use for that reason.

In brief, while the Office of Institutional Research conducts multiple student and other surveys to track opinion, engagement, and behavior, focus groups can be an additional valuable tool to provide qualitative information on the student experience. We will consider future focus groups on these and other topics, as suggested by college needs.

COURSE ALIGNMENT	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.)
	Course Alignment - Details: (1,000 character)

Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	**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.
Title:	
Follow-up Contact Person(s):	
Challenge: (1,000 character)	
Success Story: (10,000 character)	
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