Preview

Status: Draft

Details

College

American River College

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

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Data Sharing

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

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

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

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

The Program Paths Committee completed the Area of Interest (meta-majors) work, and adjustments were made in the fall semester. A few programs, which were initially placed in one Area of Interest, were moved to a different one to provide better alignment with the HomeBases. There are a total of eight Areas of Interest that cover all programs at the college.

 Web pages were created that describe each Area of Interest and also list the programs of study within each of them. HomeBases were initially integrated into the Areas of Interest web pages.

The college website also has a page listing all of the program maps that have been completed to date for various majors, with links to PDF copies of the maps.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The Areas of Interest are being used in CCCApply to help students identify a program of study by first helping them identify an Area of Interest. Students are currently being placed in a HomeBase according to their chosen major or Area of Interest.

The next step is to help the undecided and Transfer-to-a-four-year students identify an Area of Interest so they can be associated with a HomeBase. The HomeBase provides support to the student and helps to build community.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Undecided students and students who select "transfer-to-a-four-year" are not associated with an Area of Interest. This is a large number of students and we have challenges with being able to meet the number of students in this group with specific support at this time.

Also, we are currently manually placing students in the Canvas HomeBase shells because Canvas is tied to specific course sections and not an Area of Interest. This is labor intensive and we are trying to find a solution to resolve this particular issue.

Support Needed - Detail *

Adjustments to CCCApply to allow for more detail to be shared with students before they pick a major. This would allow students the opportunity to read or explore descriptions of Areas of Interest and then make a more informed decision. Currently students who are undecided choose the first major in the list.

Type(s) of Support

- Technology support
- Reporting/data

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The Program Paths Committee continues to work with faculty to create program maps for each of their programs of study. As of January 1, 2022, 334 program maps have been created. We have 20 programs left to map. The 20 program maps will be completed in the spring 2022 semester and we will be at scale by the end of spring 2022.

The program maps provide suggested sequence of coursework for the student as well as information regarding career and transfer opportunities.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The college will continue creating program maps for all of its programs of study that have been identified as needing a map. There are 20 programs that need to be mapped to be at scale.

Program maps will continuously be revised and updated as changes occur.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

ARC has well over 300 degrees and certificates, with new ones being created each year. Creating and maintaining accurate program maps, and providing an easy way for students to find the right maps, is a challenge. We have created software to automate much of this work to streamline the process and are integrated program map updates in our annual unit planning process.

Support Needed - Detail *

To continue to support the guided pathways work, investments in technology will continuously be needed. Additional technology resources will be helpful to the college.

Type(s) of Support

- Technology support

Practice C

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

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The college designed a new website that is more student focused. The new website uses the college's HomeBase pathway communities structure to make it easier for students to find information about programs of study that may interest them. Each program of study has or will have one or more program maps which includes career and transfer information.

The ARC Transfer Center website provides information in regards to Associate Degrees for Transfer (ADT's), Transfer to UC's, CSU's and Private 4 yrs., as well as information regarding Transfer Admissions Guarantee (TAG) and Articulation with 4 yr. universities.   Additionally, during the application period, Live Chat Sessions are hosted on the website to allow students to connect with ARC Counselors and staff in regards to questions related to transfer to 4 yrs.

The website and service to students are continually monitored and updated based on student need.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The website continues to be improved and changes are made as needed. The HomeBase pathway communities webpages lead students to the program page(s) which contain the program maps, course information, career and transfer information, and labor market and salary information links. Information is continuously being updated as it is received.

Term and Year

Fall - 2023

Term - Detail (optional)

Ongoing

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

It would be beneficial to add robust labor market and salary information for all programs of study. This would provide students with better information about their options.

Support Needed - Detail *

Need access to labor market and salary data - it can be a link to an external resource or content that lives on the ARC website.

Type(s) of Support

- Reporting/data

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

The Clarify Program Paths team (now the Program Paths Committee) designed program maps for the college's programs of study, which include a clearly laid out sequence of courses (for both full-time and part-time students).

Program map creation began in spring 2018, and approximately 224 programs have published program maps. Those program maps are being reviewed by counselors and faculty while in remote operations to ensure their clarity and usefulness. All of the approved program maps have been published on the new college website and new program maps will be added to the website as they are approved.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The college will continue creating program maps for all of its programs and publishing them on the new website.

The goal is to have all of the program maps completed by Spring 2022. We currently have over 300 maps completed and posted on the website.

It is critical that students are made aware of the Financial Aid and assessment (ESL) process early in the application process. This helps to start the student with being prepared to take the correct course as well as securing financial aid to help with the cost of attendance.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Ongoing human resources will be needed to maintain the maps and to maintain the software used to manage maps and publish them on our college's website.

Support Needed - Detail *

Technology and support (human resources) will be needed to continuously maintain the program maps.

Type(s) of Support

- Technology support

Practice E

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

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The Program Paths team created program maps for most of the college's degrees. The team works closely with the Mathematics department and faculty content experts to identify the appropriate math course to include in the program map for each degree.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The Mathematics department redesigned its course offerings. The Clarify Program Paths team continues to work with them to identify appropriate math courses for each degree.

Term and Year

Spring - 2022

Term - Detail (optional)

Once the final 20 maps are completed in spring 2022, we will be at scale.

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

With AB 705, the Math Department has taken on a major restructuring of courses within the Department. Faculty need time to prepare for the new course offerings as well as the support needed for the new courses that will be offered.

Support Needed - Detail *

As changes are made through the Guided Pathways framework, more resources will be needed to allow faculty to restructure and prepare for new courses.

Type(s) of Support

- Other

Pillar 2. Get on the Path

Practice A

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

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Achieve@ARC was created to provide an onboarding experience to first-time recent high school graduates. With the use of the Start Right Design Team report, the College continues to redesign the student experience. This program has now shifted to a First Year Experience (FYE) Program integrated into the HomeBases.

Included in the redesign, students are exposed to career and college exploration at the beginning of the process. This includes students participating in the Get Connected Session where they are exposed to exploring the College and its online tools and resources, as well as course and career planning based on their chosen pathway.

Student Success Teams support students throughout their first-year journey at the College.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Undecided students are asked to complete a major/career assessment after applying to the College.

College will continue supporting undecided students via career exploration activities/events, career counseling, and ongoing use of assessment tools.

CaPSS and HomeBases will also play a role in supporting continuing students who have yet to determine a program of study.

Streamlining the consistent delivery of a Needs Assessment to all first time new students at the beginning of each term.

Through a possible technology solution in CCCApply, undecided students may now be able to choose a Program of Study or an Area of Interest in the initial application process. This will allow the students to be associated with a HomeBase to receive support and services.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Modifications to the application and/or reporting afterward may be needed.

Support Needed - Detail *

Given the size of the college, scaling these services/supports can be challenging. We will continue to pursue opportunities to assist students in career exploration/major identification via resources such as CaPSS, HomeBases, HCD and other department-specific events that expose students to major and career possibilities.

Type(s) of Support

- On-campus/individual training
- Technology support
- Reporting/data

Practice B

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

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The Counseling Department created a Student Success Team model (case management) that allows for support for students through a team approach.

This model has been integrated into the HomeBase design and a team of individuals support students by their Area of Interest or Program of Study.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

With the creation of the Student Success Teams, the teams will eventually provide wrap around support to students to assist the academically unprepared.

The Program Paths team originally created nine areas of interest. After reviewing the areas of interest, the number was reduced to eight areas of interest.

Align courses for all first-time new students within an area of interest. The goal is to help students with Financial Aid Course Applicability and progress and support for the first semester of course planning.

Categorical programs such as EOPS and CalWORKs, along with grant funded programs such as Trio SSS are designed to support academically underprepared students in their pursuit of higher education using a case management model. Academic progress is monitored and assistance is offered when needed via counseling services, tutoring and other academic interventions.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

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

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The Start Right and IPASS design teams made recommendations with providing additional support to students. The English Department has created an integrated model for supporting students with ENGWR 300 (College Composition) and the Math Department has redesigned their curriculum to provide integrated support.

100% of ARC's students are placed into transfer-level English and Math and scaling is in progress for additional support for students.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The new math pathways model was implemented in Fall 2020 with adjustments made to the below transfer sequence that will be implemented in Fall 2022.

Students also have the ability to use a self-guided placement process to identify the correct course to begin with.

Once data for summer/fall placement and completion rates are examined, adjustments will be made to the model as necessary.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

With the task of eliminating courses below transfer from the Math Department's sequence, this has created a huge load on the department. The Department needs support as they transition to this new model. Resources include professional development and reassigned time to prepare for the adjustment to the courses.

Support Needed - Detail *

With the removal of below transfer courses, this impacts many of the Math faculty and workload.

Type(s) of Support

- Other

Practice D

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

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The Start Right and IPASS design teams made recommendations with providing additional support to students. The English Department created an integrated model for supporting students with ENGWR 300 (College Composition).

100% of ARC's students are placed into transfer-level English (starting in Spring 2019) and scaling is in progress for special support for this group of students.

ARC has a well-developed Writing Across the Curriculum, Reading Across the Disciplines, and Science Skills program designed to provide special support for the math skills necessary for students to succeed in gateway courses for the major program areas. While these are well developed and institutionalized programs, they still need to be better integrated to further scale up at the college.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The English Department will evaluate the success of the supports through campus research, and to make adjustments accordingly.

Term and Year

Not Entered

Term - Detail (optional)

Continuous

Support

No support requested

Practice E

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

The Student Success Teams (case management) were created to support Achieve@ARC students which has been renamed to First Year Experience (FYE). The teams recently implemented a needs assessment survey to help identify students who may need additional support. This process is still being developed. However, the English Department has implemented a support course ENGWR 94 for students completing ENGWR 300 (College Composition), and the Mathematics Department has implemented support courses for all transfer-level gateway courses.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

With AB705, the English, Math, and ESL Departments are working hard to address the requirement of students completing college-level courses in the first year.

The Student Success Teams will continue to develop the cohort support model and explore needs assessments that will help to identify students early to provide support for students who are not academically prepared.

Categorical programs such as EOPS and CalWORKs, along with grant funded programs such as Trio SSS are designed to support academically underprepared students in their pursuit of higher education using a case management model. Academic progress is monitored and assistance is offered when needed via counseling services, tutoring and other academic interventions.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Partner with 32 high schools, with an intentional focus on campuses with high DI enrollment, and provide information, application, and financial aid workshops.

Host annual counselor conference to provide information for high school counselors to share with students.

Hosted parent workshops to provide parents/guardian information about college.

Host MASCOT program for 160 high school seniors who are first-generation college students to assist with their college transition.

Support 1,500 middle and high school students in federal TRIO programs

Send monthly high school counselor newsletter.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Build a more specific web site for prospective students.

Provide more information on career exploration tools.

Create a strategic communication plan with follow-up information for students after they apply.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Staffing to develop the content for the website for prospective students. An identified career assessment tool and marketing material to share with HS students and Counselors.

Support Needed - Detail *

A career assessment tool was being identified and onboarded just before COVID. Implementation has been slow, but ongoing.

Type(s) of Support

- On-campus/individual training
- Technology support
- Reporting/data

Pillar 3. Stay on the Path

Practice A

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Some of the categorical programs (EOP&S, CalWORKs and Veterans Resource Center) do monitor a student's progress. This practice is not systemic.

The IPASS team made a recommendation to obtain an SEL that would allow for monitoring of a student's progress toward his/her goal. The SEL was selected (Hobsons Starfish and Connect) and ARC launched Starfish in the fall 2020.

Student Success Teams are working with individual students who are in Achieve (now FYE) and some have used Connect software for case management notes.

In fall 2020, ARC launched HomeBases to provide students in their second year and beyond with a success team including counselors, coaches, mentors, and faculty liaisons to support them through the completion of their journey at ARC. Now all students with a defined major are associated with a HomeBase at the beginning of their journey at the college.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The Los Rios Community College District selected a degree planning (Degree Planner), course scheduling (Course Scheduler), and case management (Connect) suite of tools to support students.

The Student Success Teams will continue to monitor students and use education plans to track progress of students.

Categorical programs such as EOPS, CalWORKs and Veterans Resource Center, along with our three Trio SSS programs carefully monitor student progress via regular contact with counselors, staff and peer advisors. Interventions are provided when needed to support students in pursuit of their academic goals.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

A system that provides a report of students below a certain completion percentage and/or students taking courses not a part of their roadmap would automate the process for Success Teams to identify students in distress.

Support Needed - Detail *

Our scheduling and planning tools are still being refined, thus reporting from these tools are not yet available.

Type(s) of Support

- On-campus/individual training
- Technology support

Practice B

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Students do have the ability to see a progress percentage in their eServices account. However, it is very confusing because transfer credits are not included in the percentage. Also, it depends on the student having the correct major in PeopleSoft.

Degree Planner is the tool that was launched in the Fall of 2020. Students who declare an Associate Degree for Transfer have the ability to use the tool.

Students receive "just-in-time" communication from their Success Teams about meeting a Counselor to update educational plans/goals each semester.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The Los Rios Community College District launched the degree planning tool to assist students with their program. As we continue to move forward, more degrees will be placed in the system to allow more students access to Degree Planner.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

The District IT continues to develop the Degree Planner to encompass more majors/programs. At this time, we need to allow time for this to happen.

As more programs become available, more new students will be introduced to the tools during the onboarding process.

Support Needed - Detail *

Technology support will continuously be needed.

Communication of the HomeBases is a challenge. Even though we have done our best to communicate HomeBases and the support available, it is still not reaching the larger student population. We need to plan a communication campaign to get information out regarding HomeBases to the students, faculty, and staff.

Type(s) of Support

- Technology support
- Reporting/data

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

The College has converted from using SARS alert to Hobsons Starfish as an early alert program. This launch occurred in fall 2020 with volunteer faculty using the system to raise flags and referrals.

Some programs currently utilize progress checks for students. In the Fall 2020, several faculty completed progress checks via Starfish.

Probation and Dismissal processes are currently being reviewed to be more student focused and provide support to students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The Los Rios Community College District selected Hobsons Starfish early alert tool. ARC is still scaling the program and conducting Flex activities to provide information and training to faculty and staff.

Categorical programs such as EOPS, CalWORKs and Veterans Resource Center, along with our three Trio SSS programs carefully monitor student progress via regular contact with counselors, staff and peer advisors. Interventions are provided when needed to support students in pursuit of their academic goals including access to resources such as books, library services, tutoring, food and other interventions that provide support to struggling students.

Term and Year

Fall - 2022

Term - Detail (optional)

Continuous

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

More and more Instructional Faculty are encouraged each semester to utilize Starfish's early alert system. This allows Success Teams to support students more proactively.

Support Needed - Detail *

Onboarding Instructional Faculty with Starfish.

Type(s) of Support

- On-campus/individual training

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Counselors provide information to students and assist them when students are unlikely to be accepted into a limited-access program. This only occurs if the student seeks assistance from Counseling.

Limited-access programs also provide information to students when they are denied from the program. They direct students back to the Counseling Center

HomeBase Success Teams launch targeted communication campaigns to students below the GPA threshold for a limited-access program to proactively provide alternative/additional options and redirect students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

As the College explores developing a type of student success course for students, information about limited access programs and options could be included that could give students guidance on options should they not be successful in being accepted.

As career and needs assessment tools are included at the beginning of the onboarding process, students can be made aware of options and opportunities within an area of interest. This could broaden the opportunities for students wanting to enroll in limited-access programs.

Connecting students who are denied access to major/career exploration services in a more streamlined and intentional way. A direct follow up and counseling appointment is needed.

Categorical programs such as EOPS, CalWORKs and Veterans Resource Center, along with the three TRIO SSS programs, have regular and ongoing conversations with students as they explore various paths of study.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

A report of critical gateway courses for each limited-access program that are clear indicators for concern if students are not earning a certain letter grade. Increased collaboration between Instructional and Counseling Faculty about program and application requirements.

Support Needed - Detail *

Professional development opportunities will continuously be needed.

Type(s) of Support

- On-campus/individual training
- Technology support
- Reporting/data

Practice E

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Programs in the Career Technical Programs plan schedules that ensure students can take the courses when needed and for program completion.

The Los Rios Community College District has purchased an Enterprise Level Scheduling Solution (Ad Astra) to assist with the scheduling of classes and ensuring courses are offered when needed. Also with the launch of Degree Planner and Schedule Builder, programs will have data to plan for courses students need.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College using Ad Astra to build more precise, student-centered scheduling. Additionally, the Los Rios District recently purchased a more robust course scheduling/search system that will help students identify their needed courses at times/days that match their availability.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

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

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

Program learning outcomes are aligned with requirements for success in each program. Success in the programs are aligned with the prerequisites for success in further education and/or employment outcomes targeted by each program.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continuous improvement.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

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

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

The college has a robust and supportive curriculum that engages students in active and applied learning.

Courses are reviewed by the Curriculum Committee on a six year cycle.

Programs are structured to prepare students for transfer or entering to a career.

Typical student assignments are aligned to the SLOs they assess and evaluated by the curriculum committee as well. Faculty document the use of authentic assessments which require students to think critically, apply knowledge, and/or to solve real world problems. These assessments also demonstrate that instruction promotes students' ability to work and communicate effectively with others.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continuous improvement.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Several programs, especially in the Career Education areas, have included internships, clinical placements, and other types of coursework.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

As program maps are being completed by faculty using the PSLO Mapper and with and the Case Management Tool and Scheduling Software, the college will continue to explore ways to provide opportunities for students to gain experience in more of a hands-on environment.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

Faculty assess students' mastery of learning outcomes. This description from the ARC SLO Website describes the process:: "Each student's achievement of the SLOs for each course is assessed on a continual and routine basis by each professor in each class that they teach; this is done as part of their professional practices. Each year, faculty document student achievement for a randomly assigned course SLO using the Authentic Assessment Review Record, which involves a review of student work demonstrating achievement of the course SLO. ARC faculty continuously uses assessment results to plan for improvement. As part of our professional duties as a faculty, we are constantly looking for ways to make improvements in our own classes. In addition, each department is tasked with reviewing the results of their aggregate achievement; using this information to look for ways to improve student achievement. Departmental efforts are documented using the SLO Departmental Action Plan (2018-2019) or as part of Annual Unit Planning (beginning in 2019-2020). The Departmental Action Plan/Annual Unit Plan takes into account any departmental requests for action (e.g., curriculum actions, professional development, resource requests) based on the SLO assessment results. In the Annual Unit Plan, these actions will also be aligned with the college's strategic plan goals and objectives."

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continuous improvement.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

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

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

Faculty use the results of learning outcomes assessment to improve effectiveness of instruction. Learning outcome assessment is seamlessly integrated into the practices of the college such as curriculum tech review, program review, and annual unit planning. They are assessed and the data is evaluated for continued improvement.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continuous improvement.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

The College has Work Experience courses that allows students to document their learning and use the documents to demonstrate learning for employers and universities.

Several Career Technical Programs also have students create portfolios to present to prospective employers.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Plans are in place to expand Work Experience courses that allows students to document their learning and use the documents to demonstrate learning for employers and universities.

CaPSS regularly offers resume development assistance to students either via one-on-one appointments, workshops, classroom presentation and career fair events. Additionally, support is provided on topics such as job search, interview preparation, personality assessment tools, and industry-specific trainings. Each of these resources are designed to develop students' portfolios and skills to promote academic and ultimately career success.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Given the size of the college, scaling these services/supports can be challenging. We will continue to pursue opportunities to assist students via resources such as CaPSS, HomeBases, HCD and other department-specific events that support portfolio development.

Support Needed - Detail *

Connection with other colleges on how they are handling the scaling of the process.

Type(s) of Support

- Connections with other Guided Pathways teams

Practice G

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

The College participates in CCSSE and the SENSE surveys.

The College has a robust professional development series for faculty, staff, and administrators. Currently, the New Faculty Academy is for all new full-time faculty. It is a year-long cohort experience designed to support full-time faculty in their first year as tenure-track faculty. The goal of this academy is excellence in teaching and working with students through an equity framework.

Also, the Equity Action Institute is available for all faculty (full and part-time) to participate in a series of workshops focused on equity, social justice, and diversity in teaching.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College continues to focus on professional development for all members in the community. A design team explored and made recommendations for the entire college regarding professional development activities. The College is currently working in implement the recommendations.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

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

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

Engagement Efforts - Details *

The College engages students in a number of ways in the redesign process. Students are surveyed by a number of areas regarding services including the new HomeBase (pathway communities) model that was launched in Fall 2020.

Through our new governance process, student representatives are on each of the three major councils (Student Success, Institutional Effectiveness, and Operations) as well as the Executive Leadership Team (ELT). Students are given a stipend for participating on the councils and teams.

Student focus groups occur periodically when feedback is needed regarding a particular item. We most recently used student focus groups to gain feedback regarding success team models.

Course Alignment

The College is implementing a new software product called Degree Planner and Course Builder. Course Planner was launched in the Fall semester for spring scheduling. Degree Planner will be launched later in the Spring semester which will allow students to see their program map and build out a schedule for future semesters. The system will allow students to choose how many units they wish to take per semester and will show them how long it will take to complete their degree.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
📄 [Guided Pathways - Scale of Adoption - 2020-21.pdf](#)	Self-Assessment	3/25/2022, 4:05:07 PM	N/A
📄 [AmericanRiver_CCRC_SOAA_CCC_April 2019.pdf](#)	Self-Assessment	2/11/2020, 7:17:00 PM	N/A

Success Story (Optional)

Story: Title

Title

Not Entered

Follow-up Contact Persons(s)

> No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals

✕ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

✕ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

✕ Decrease the average number of units accumulated by California Community College students earning associate degrees

✕ Increase the percent of exiting CTE students who report being employed in their field of study

✕ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

✕ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults