

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

		Scale of Adoption			
Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry				X
	2. Shared Metrics				X
	3. Integrated Planning			X	
Design	4. Inclusive Decision-Making Structures			X	
	5. Intersegmental Alignment		X		
	6. Guided Major and Career Exploration Opportunities			X	
	7. Improved Basic Skills			X	
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports			X	
	10. Integrated Technology Infrastructure			X	
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes			X	
	13. Assessing and Documenting Learning			X	
	14. Applied Learning Opportunities			X	
Overall Self-Assessment				X	

Self-Assessment Items

INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
1. CROSS-FUNCTIONAL INQUIRY College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	○ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes. Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.	○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided pathways are consistently a topic of discussion.	● Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

In 2015, the college made a startling discovery. A review of their 2010-2014 cohort data of all first-time students, a total of 2,474 students, revealed that only 9.8 % of these students had completed a degree or certificate in the course of four years. African Americans, African American males, Hispanics, part-time students, and older students were the lowest performing across all metrics. In response, a Completion Initiative Summit was held in which attendees carefully reviewed two documents: 1) The 2015 Aspen Prize for Community College Excellence; and 2) The Game Changers, a document produced by Complete College America. Simultaneously, the College was preparing its Equity Plan, framing its discussions around Completion by Design's "Loss and Momentum Framework," and the work done by the Research and Planning Group for California Community Colleges (The RP Group) which focuses on six success factors that contribute to student achievement.

Based on this research and its own completion data, Norco College designed a holistic Completion Initiative (CI) comprised of five interconnected components, each of which addresses institutional barriers to completion: meta majors, guided pathways, faculty advisement, linking college work to careers, and developing models of student care. The academic senate and key shared governance committees have strongly endorsed the CI and are now engaged in all aspects of its implementation.

- *Meta majors (renamed Schools)* – The College has developed four schools with the intent of helping students choose a major and degree based on their interests, knowledge, skills and abilities. The four schools are Arts & Humanities, Business & Management,
- Social & Behavioral Studies, and STEM (with subdivisions of Science & Health and Technology, Engineering & Math). Within each school a community of learners can be created amongst students with similar academic interests.
- *Guided Pathways* – Starting with its Associate Degrees for Transfer (ADT's), the college is also developing highly structured pathways that identify the courses students need, grouped within 15 unit increments. This is designed to minimize the choices students have to complete a degree/certificate by providing them with a roadmap and additional support structures in order to reduce the time it takes students to complete a degree or certificate.
- *Faculty Advising* – Conducted by instructional faculty, faculty advisement (FA) is designed to enhance the quality of a student's college experience through mentorship and increased communication with instructional faculty. Aligned within the schools, faculty advisors help students explore educational and career goals as well as identifying program pathways for a student's given degree. Counselors led the faculty advisement trainings and each school has two counselors assigned.
- *Linking College to Career* – One of the ways in which meta majors/schools and guided pathways interconnect with a faculty advisement model is through an exploration of careers that are related to various degrees. The College is increasing

opportunities for career exploration, personality assessment, industry partnerships, and earn-and-learn/internships in order to support students' completion of certificates and degrees. Career resources are linked on the Schools website for students, faculty, and staff to reference.

- *Models of Student Care* – Lastly, in response to both the research findings, and the voice of its own students, the college is developing more intentional methods of supporting student success and completion, with opportunities for students to mentor and support other students. As of fall 2017, student mentors were hired to support each School and serve as a team member along with counselors and faculty advisors.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The college adopted a tri-chair structure for all of our standing committees within our integrated strategic plan. This allows for cross perspectives from the development of an agenda to running the meetings that lead to more enriching conversation and decision-making whereby all constituents contribute to the discussion and inquiry related to student equity, success, and completion.

Following the Completion Initiative Summit in summer 2015, the college has engaged in brown bag sessions, strategic discussion, and action related to college completion. This fall marked the soft launch of the College's Schools that include counselors assigned to Schools, trained faculty advisors, hiring of student mentors by School, linking college disciplines to careers, and the development of guided pathways within the Schools starting with the Associate Degrees for Transfer (ADTs).

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Our greatest challenge to date is the involvement of our front line staff at this stage of our Completion Initiative due to their workload. In order for institution to completely change our structure of how we help students choose and enter their path along with staying on path, we need to involve our classified staff more in the solving the issues. This fall, the student services team members will engage in inter-departmental discussion on how to improve our student onboarding process.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
2. SHARED METRICS College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.	○ Key benchmarks and progress on student data are used. They are beginning to be aligned across initiatives.	○ College has defined metrics that are shared across its different initiatives. But, student data are not systematically or regularly tracked to inform progress across initiatives. Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.	● College uses shared metrics across the different initiatives to understand how student success has improved. College regularly revises and revisits college plans in response to those findings. Data for all metrics are disaggregated. Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students. Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Norco College has established a data-guided culture over the past decade that has been reflected in several areas. First of all, the following strategic planning goals are comprised of a comprehensive set of metrics that reflect the multidimensional character of an effective institution: Increase Student Achievement and Success, Improve the Quality of Student Life, Increase Student Access, Create Effective Community Partnerships, Strengthen Student Learning, Demonstrate Effective Planning Processes, and Strengthen Our Commitment to Our Employees. Within these seven goals there are 44 measurable objectives that are analyzed, reviewed, and reported every year. Whenever a new initiative or program is introduced to the college, the constituencies involved routinely look to the strategic planning goals to look for shared assessment metrics. In addition to the strategic planning goals, Norco College has established seven evaluation mechanisms to assess the planning process. These evaluation mechanisms are conducted either through surveys or qualitative processes that provide feedback on how the planning process is functioning. In addition, every other year an assessment of the evaluation mechanisms is conducted to find out if any improvements can be made to the evaluation process.

Another area exhibiting shared metrics is in program review. Within the instructional programs, every discipline is required to analyze multiple years of success, retention, and efficiency to explain longitudinal trends in their own discipline-specific data. In addition, program review requires that each discipline look at the pipeline of students related to their programs by looking at the numbers of students declaring various majors, and the numbers of students graduating in the same programs. Student services also conducts a robust analysis of data as part of their program review. Every student service is required to comment on program demographics (including ethnicity, age, gender, and student status), fall-to-fall persistence, success, comprehensive SEP rate, unit load, and semester GPA. These are some examples of how Norco College utilizes shared metrics as part of the regular business at the college.

2. Describe one or two accomplishments the college has achieved to date on this key element.

As mentioned above, one accomplishment is the “data-friendly” culture which exists at Norco College. The above statement gives examples of how this culture expresses itself, but it’s also exhibited in the flow of resources to this office. When the Office of Institutional Effectiveness (OIE) was first established it was comprised of one employee, the Dean of Institutional Effectiveness. It became readily apparent that to meet the data needs of the college, the staff would need to grow. At present, the OIE is comprised of three full-time IR specialists, an administrative assistant, and potentially 1-2 more staff who will come on board to support assessment/data efforts at the college. This has allowed the OIE to support the growth of the institution toward developing a culture where data is welcomed and invited in the dialogue of the college processes. Another accomplishment is related to the disaggregation of data. Prior to the funding of equity initiatives in the California Community Colleges, Norco College was already disaggregating data from multiple sources. For over a decade, any new

common final exam that was used for completion of a course or advancement to the next level was disaggregated and analyzed for disproportionate impact. In addition since 2012, the strategic planning goals included disaggregation of completion metrics for course-, certificate-, degree-, and transfer-completion rates. Equity metrics were also disaggregated; however, Norco College further subdivided every student equity group by gender, and this provided data which has given a strong focus to our current equity plan. By subdividing by gender it was found that men of color (defined as Hispanic and African-American males) were consistently underperforming in all achievement metrics. These data led to the creation of equity initiatives such as mentoring programs, summer bridge programs, first year experience programs, and enhanced academic support.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge to creating shared metrics is the multiplicity of initiatives which require that we report out on “their” metrics. Some examples of this are the IEPI Indicators, CCC Guided Pathways, Scorecard, and several grant specific outcomes that must be collected on an annual basis. Fortunately, initiatives are starting to integrate, such as BSI/Equity/SSSP, but these are the minority. As a college, we will be writing a new strategic plan to begin in 2018-19. In current discussions, we have promoted the idea of having a set of indicators (hopefully no more than 10-15) which will capture the work of all initiatives, programs, and possibly newly acquired grants. This integrated approach to shared metrics will keep the focus of the institution moving in the same direction and more effectively fostering student achievement and success.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
3. INTEGRATED PLANNING College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to): • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT)	○ College is currently not integrating or planning to integrate planning in the next few months.	○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	● Some conversations have taken place, with all of the key constituency groups at the table. Integrated planning with pathways framework as guiding principles is in progress. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are	○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach agreement or agree to move forward on main issues and have identified possible broad solutions. Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key overarching strategies across the main college initiatives.

• Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF)			beginning to routinely inform and engage their constituents around integrated planning.	Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework. College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College's efforts in adopting a guided pathways model and moving forward in our completion initiative comes up in virtually every meeting as it is in the forefront of our planning processes in how to transform our institution. The college aligns all strategic goals/objectives with a council, committee, or workgroup. The culture of the college promotes consensus building to support decision making in leveraging existing programs and initiatives in resource allocation and program enhancements. Examples of this include retreats designed to build consensus on program directions such as our summer 2015 Completion Initiative Summit and spring 2017 Integrated Planning Retreat.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Since 2012, the College has offered incoming high school graduates the opportunity to participate in the Summer Advantage program. This last year, we redesigned this award winning summer program to incorporate the adoption of the Pathways Schools. Students were introduced to their Schools and the concept of guided pathways. We look for every opportunity to integrate what we are doing with existing programs and initiatives.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One potential barrier in integrated planning at the College is the change with integrating budgets to ensure there is no duplication and there is an alignment of key objectives. As we advance in our efforts to integrate programs and initiatives, we are challenged with not giving too much to one committee to manage. This leads us to questions whether we need an "Initiatives Council" with various members representing other shared governance bodies to best align the college-wide efforts going on in existing councils, committees, and workgroups.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

As we look forward, when our Completion Initiative efforts are fully integrated into how we do business, how will we ensure we sustain the efforts and momentum in ensuring the integrity of the CI process through our strategic planning process? What will the maintenance of our Completion Initiative look like in the integrated strategic plan? Norco College is in the process of revising the Strategic Plan this year which provides an opportunity for integration of the goals of the Completion Initiative into the strategic planning processes.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
4. INCLUSIVE DECISION-MAKING STRUCTURES College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.	○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.	○ Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.	● Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.	○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice). Cross-functional teams are in communication and collaboration with college governance bodies.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College hosts an open college-wide Completion Initiative workgroup meeting monthly where various college constituents provide input on the infrastructure of the College's Schools. There is a clear distinction between what is in the workgroup's purview and what decisions must be made by the academic senate. Council and committee members representing bargain units are assigned by those bargaining units.

2. Describe one or two accomplishments the college has achieved to date on this key element.

We have institutionalize our completion initiative efforts through our decision-making structures. Meeting agenda and minutes go out to all entire college listserv. The structural accomplishments are found on the College's website under the Schools webpage.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Although the Completion Initiative workgroup is open to all, there are not enough front line staff members and students present so we need to more intentionally integrate our front line staff and students.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i> College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	● Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Norco College is in the early adoption phase. We have a strong middle college high school partnership. In mid-2015, we received the Fund for Student Success grant allowing us to hire a support team consisting of a part-time counselor, educational advisor, and admissions support staff. As a result, the number student education plans completed have risen exponentially along with college graduation rates. In fall 2017, we implemented a College and Career Access Pathways (CCAP) agreement with four pathways. We are in development of two additional CCAP agreements with two different school districts expected to start in spring 2018. We have a strategic initiative to develop 15 such partnerships in the next five years.

We have developed guided pathways for ADTs as of fall 2017. We are working on other degree programs and School trailheads to make course selection easier for students based upon their School. There are pockets of partnerships with four-year institutions but greater efforts need to be made to strengthen this area across our institution.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Some of our accomplishments include hosting a counselor-to-counselor summit with our local K-12 school district in October 2017. Our commitment to establish CCAP agreements with three or more local school districts. To support these efforts and the development of college-to-career pathways, the College received a California Career Pathways Trust (CCPT) grant. Our CCPT grant of over \$12m spans over four college districts and eight high school districts in the Inland Empire.

Another accomplishment has been the data partnership with our local K-12 school district that set the foundation to adopt MMAP. In November 2017, one of our faculty leaders is scheduled to present the findings of MMAP efforts to date as well as a study recently conducted by the English discipline to confirm placement results using MMAP.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge we need to address is that making sure our CCAP agreements align with the trailheads being developed for the Schools.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES <i>(Help Students Choose and Enter a Pathway)</i> College has structures in place to scale major and career exploration early on in a student's college experience.	○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	○ Discussions are happening about ways to cluster programs of study into broad interest areas.	● Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies. College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.

Please respond to the following items (500 word maximum per item) – RESPONSE FROM CAGP SCALE OF ADOPTION

1. Please briefly explain why you selected this rating.

We are currently in the process of scaling guided major and career exploration opportunities. The Norco College Completion Initiative has facilitated the creation of meta-majors through the reorganization of all programs students into four schools - Arts & Humanities, Social & Behavioral Sciences, Business & Management, and STEM - and organization of guided pathways beginning with the Associate Degrees for Transfer (ADTs) that articulate term to term course suggestions grouped in 15-unit increments. Additionally, the college has expanded dual enrollment offerings through increased course offerings, clear pathways that lead to associate degrees, and intrusive counseling at multiple high school sites. These efforts create clear and guided pathways for students pursuing ADT's and dual enrollment students. The college has begun to address career exploration by providing increased opportunities for personality and career workshops and assessments, engaging with industry partners, and through online career resources on each of the school's websites.

The college's CTE division has already experienced success under this model and is providing a template for other departments and school's to follow.

Future scaling will involve creating structures and processes to assist students in exploring majors and careers, and guiding them into the appropriate pathway. The college intends to address this gap through the launch of EduNav, an online student education planning tool that provides personalized term to term course planning and links majors to careers. The EduNav software also provides counseling and advising teams with real time data in order to monitor and track student progress on their pathway and provide appropriate interventions. These success teams responsible for keeping students on path will include a faculty advisor, dedicated counselor, educational advisor and peer mentors. In addition to the adoption of EduNav and creation of success teams, continued collaboration is required to create guided pathways for transfer and standard majors.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The biggest accomplishments to-date include the reorganization of all programs of studies into schools and the guided pathways for ADTs. Both required a high level of faculty engagement and collaboration campus-wide. From idea to inception, the college strategically facilitated the necessary dialogue and discussion over a two-year period, including investing in a Leading From the Middle team of key representatives to lead the meta-majors project. This process ensured that all constituents were provided opportunity to contribute to the development of the schools and ADT guided pathways.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The biggest challenge Norco College currently faces is its inability to monitor student progress on a pathway. Currently, our antiquated systems for creating and updating comprehensive education plans (SEP) do not lend themselves to tracking and monitoring student progression, nor does it provide term by term course planning sequences for students. As a result, when students are off-path the college is not able to re-direct them appropriately, and students are often ill-informed regarding course sequences. The college intends to address this barrier through the adoption of EduNav, the online SEP tool, in Winter/Spring 2018 with a soft launch and full-scale adoption in Fall 2018.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
7. IMPROVED BASIC SKILLS <i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i> College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to: • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental sequence • Curricular	○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	○ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.	● College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.	○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.

innovations including creation of math pathways to align with students' field of study.				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

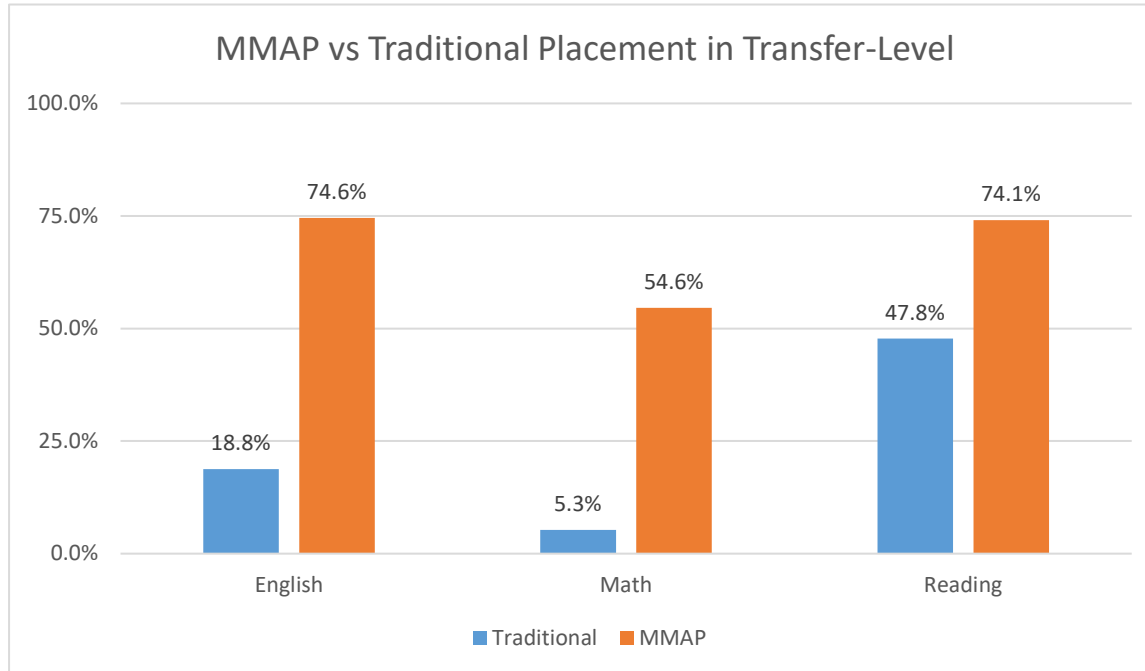
Over the past 5 years, the process of directing students to appropriate English and math courses has increased in scale. In 2013, the Summer Advantage program was completed by 268 students and was limited to recent graduates in the local K-12 district. By 2015, Summer Advantage completers numbered at 483 recent graduates. Summer Advantage was based on the assumption that students would get “best placement” if they were allowed to show what they know through intensive workshops involving brush-up sessions and testing on material they should already have covered in their high school course work. After thorough evaluation by faculty of their knowledge of critical concepts in English and math, students either received their best placement by staying at the level of initial placement or by being advanced to a higher level. Through this process, students had the potential of advancing up to three levels in English or math; potentially reducing time in basic skills courses by as much as 3 semesters. In addition to the English or math workshops, students were also required to complete a full-day orientation during Norco Orientation Week (NOW). Beginning in 2016, Norco decided to become one of the pilot colleges for the Multiple Measures Assessment Project (MMAP). MMAP is a collaborative effort led by the RP Group and Cal-PASS Plus to develop, pilot, and assess implementation of a statewide placement model using multiple measures. MMAP’s goal is to find an assessment process that is more effective for student success by utilizing performance in high school English and math courses, as well as overall GPA to place students at appropriate levels. At the beginning of the MMAP process, outcomes were assessed for pilot groups and compared against traditional methods of placement. During spring 2017, MMAP was fully implemented for all incoming students. Although this appears to be full-scale adoption, due to the newness of this method one-year outcomes have not been gathered and so Scaling in Progress is our current phase of adoption.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Regarding Summer Advantage outcomes, students have been able to save approximately 1-2 semesters of coursework in basic skills. Additionally, they have been equally successful in the courses they are placed as other students in the same classes with them. One year outcomes for Summer Advantage students have been very encouraging. For English, 1-year transfer completion is approximately 3-4 times higher for Summer Advantage as compared to those who don’t go through the program. For math, 1-year transfer completion is more than double the rate of those who don’t go through the program.

MMAP is relatively new but there have been encouraging outcomes for placement and course success to date. At present, MMAP has shown phenomenal impact in shortening the time it takes for students to successfully transition to transfer-level English and math. In the chart below, transfer-level placement is compared between MMAP and traditional placement. As can be seen by comparing the blue and orange bars, the ratio of students that place at transfer-level in English, math and

reading have increased dramatically, sometimes as much as ten times the percentage of traditional methods. Also, in an analysis of student subgroups, all groups experienced this dramatic elevation into transfer-level courses. Finally, in following students into the courses taken immediately after placement, no significant difference was found in student success rates when comparing MMAP students to those placed by traditional means. This is great news since it indicates that MMAP is not placing students higher than their ability to perform successfully at transfer level.



3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

For Summer Advantage, the primary challenge was increasing the scale from approximately 500 to addressing all incoming students, approximately 1,700 new students. This challenge is what led us to adopting MMAP as a method to increase scale of effective placement for success. MMAP has had a few challenges as it was implemented. Initially, a challenge was figuring out how to provide English, math, and reading placement to students immediately after completing the assessment process. This required Norco College to automate the process through the use of self-reported multiple measures. One final MMAP challenge is addressing the needs of special populations, such as disabled students and second language learners. This is being addressed through the intervention of disabled students staff and the input of the MMAP Implementation Team.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
8. CLEAR PROGRAM REQUIREMENTS <i>(Clarify the Path)</i> College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced	○ College is currently not providing or planning to provide clear program requirements for students.	● Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion. Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.

access to relevant transfer and career outcomes).				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

With the creation, development and implementation of the Completion Initiative at Norco College, the past three years have produced a concerted effort to institute resource information pieces that provide students with a more comprehensive approach to course planning. Initially designed using a Semester-By-Semester approach in counseling, now there are increased efforts to provide prescribed Pathways to students predicated on the intended education goal (i.e. graduation, transfer, or vocational skill training.) Thus far, Pathways directed towards completion of an Associates Degree in Transfer (ADT) have been developed for student use. The process of clarifying the path continues with the implementation of new software programs (EduNav), continued focus on additional Pathway development, reflective of certificates, Areas of Emphasis (AOE) and other vocational programs.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Introduction to mapped pathways and meta-majors (Schools) was initiated to first year college students enrolled in a bridge program (Summer Advantage) for 2017. All students (approximately 600) enrolled were assisted in a learning outcome where they acquired resources and knowledge needed to research and develop an education plan with counselor support. Additionally, a Faculty Advisement model was introduced during the 2016-2017 school year and faculty volunteers totaling more than thirty (30) met with their counseling colleagues to receive training on best practices for advisement of students in questions related to career, major and chosen industry. These faculty members now operate via the Schools as points of contact for students seeking advisement on what careers and/or schools might best suit their declared program of study.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Although the model appears to be sound as described above, two potential challenges to its progress and potential success are available funding and dedicated access by students to faculty and support staff. The plan is for counselors to be dedicated to each of the Schools, with an appropriate number assigned based on the number of students in the School. This would suggest that at least eight full-time counselors would be needed. Currently there are only five, general funded counselors on faculty. While others have been added via categorical funding, the majority of all counselors have been reassigned to other programs and initiatives (i.e. Puente, Umoja, EOPS, Dual Enrollment, etc.) and therefore are not available to be dedicated to one particular Meta-Major. Additional funding is needed in order to hire the counseling faculty needed to properly serve the Schools.

In addition, Pathways suggests operating using a case management approach for each student enrolled to insure an efficient and successful navigation from college to career. Estimates suggest that this would mean each student receiving a contact

from college personnel at least twice a semester, with more for those on Early Alert, Academic Probation, or part of an identified high-risk group. Although Faculty Advisors are beneficial to student progress, their primary responsibility of instruction precludes them from meeting multiple times with multiple students. Counselors equally are limited with the current counselor to student ratio being 1:1200. Additional support staff such as Education Advisors or Student Success Coaches are required where each person is provided a caseload of approximately 200 students for whom they become the primary contact and act as supporter and advisor to the student during his or her time at the college.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS <i>(Help Students Stay on the Path)</i> College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	○ College is currently not implementing or planning to implement proactive and integrated student supports.	○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently. There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face,	● Collaboration between the instructional and support services occurs in specific programs. Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently. There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.	○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.

		and ways to improve coordination and support services.		
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

For nearly three years, the College has been engaged in discussions and practices to support the Completion Initiative. Since the advent of Summer Advantage, open to all for first time students from our feeder school district, instruction and student services has worked proactively to integrate student support services. This interactive collaboration set the groundwork for the Completion Initiative beginning in spring 2015. Over the next two years, the College engaged in brown bags and workgroup meetings to develop the five components of the Completion Initiative. In fall 2017, Norco College first launched the Schools (meta-majors) where all programs of study are mapped to one of four Schools – Arts & Humanities, Business & Management, Social & Behavioral Studies, or STEM (Science & Health or Technology, Engineering, & Mathematics). Within each of the four Schools, the College assigned two counselors, a cadre of trained faculty advisors, student mentors, and soon we will employ paraprofessionals (Educational Advisors) to accompany each School. The College webpages for the Schools, while still under development, contain valuable information regarding the Schools. In addition to the individuals associated with the Schools, the College developed infographics associated with each discipline linking college to careers and has begun efforts to develop guided pathways. Completed to date include all ADT's and certificate pathways. This winter, we anticipate the development of trailheads for each school, providing students within each School with suggested courses to start with regardless of what pathway they are in within each School. From there, the College faculty will develop the pathways associated with the AOE and transfer degrees.

This fall, the College actively engaged in developing the platform needed to launch EduNav, an interactive educational planning tool. EduNav's guided pathways solution is completely dynamic. EduNav detects changes in elements of the plan, such as class sections filling up, a student registering to a different course, or a new hold on a student's authorization to take a class, and automatically recalculates and updates the entire plan, replacing courses where necessary to keep the student on the most optimal path to completion under the new circumstances.

By the end of fall, all of our degrees and certificates in our degree audit system will be live and ready for students in EduNav. Over this next year, special populations of students will be selected to engage in this interactive educational planning tool. By the 2018-2019 academic year, all first time students will have access to the EduNav system. With EduNav system operational, this will provide an electronic tool for the School teams to use to monitor to provide timely support. Currently, we are able to identify students by School for faculty and staff to follow up with and provide targeted outreach and support.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The Completion Initiative was adopted as an institutional goal by our Academic Senate and Institutional Strategic Planning Council. Components of the Completion Initiative are discussed and worked on in multiple councils and committees throughout the College. On a monthly basis, the Completion Initiative workgroup meetings to collaborate on progress made and next steps. All members of our community are engaged in some way with the Completion Initiative agenda and moving in the same strategic direction to change the college-going experience for all students coming into our institution.

Norco College is one of 20 colleges engaging in the California Guided Pathways project. We have a college team made up of our president, VPSS, VPAA, Dean of Institutional Effectiveness, faculty leaders in Art, English, and Guidance, and we recently added our Dean of Student Services and Dean of Grants and Student Equity Programs. The addition of these two deans ensures the work we are doing in the CAGP project are aligned with our Integrated Plan.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge that may hinder progress is the reallocation of resources and supports around the Schools. Many of our staff and counseling team members are funded with categorical or grant funds that tie them to particular populations of students, programs, and/or services.

Another potential challenge involves keeping the students on the path by ensuring we schedule courses to ensure students can take the courses they need when they need them to complete their programs in as short a time as possible. Our faculty have made substantial strides to support optimal course scheduling such as chairs following a prescribed Scheduling Time Grid for all course offerings at the college; chairs ensuring there are no course overlap; heavier course scheduling at peak times; and chairs providing 2-year rotations for all ADT and CTE degrees and certificates. We are engaging in discussions around year-around scheduling that we hope to implement in 2018-2019. This will allow students to plan their course schedules a year out and give chairs more information on future course demand. This coupled with EduNav are hoped to contribute positively to enrollment management.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
10. INTEGRATED TECHNOLOGY INFRASTRUCTURE <i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i> College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including: • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.)	○ College currently does not have or plan to build an integrated technology infrastructure.	○ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.	● The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.	○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data. College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.

• Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Norco College has contracted EduNav to begin 2017-2018. We are piloting this program now for students and will have full implementation of the program in the summer 2018. This software should allow students to and the institution to track progress and implement pathways.

Timeline for implementing next steps:
2017-2018 pilot
1 implementation

2. Describe one or two accomplishments the college has achieved to date on this key element.

We have an Early alert program in place but it is underutilized by faculty.
Student support areas have access to students on early alert list. We plan to implement tracking using EduNav.
Plans embedded into our Completion Initiative – School teams consisting of faculty advisors, counselors, peer mentors with a soft launch in 17FAL

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

As part of a multi-college district, there are issues with implementing software and practices through the district offices. This new software needs to connect and respond to scheduling software which needs updating. This creates a limiting factor.

New software creates the need for training for students, faculty, counseling staff and educational advisors. That takes time. We have high expectations.

Scheduling technology needs to be addressed. To implement year-round scheduling. Additional access to metrics and analytics will be necessary to respond to changing needs and pathways.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
11. STRATEGIC PROFESSIONAL DEVELOPMENT <i>(Help Students Stay on the Path; Ensure Students are Learning)</i> Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.	○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.	● Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.	○ Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and staff to refer	○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve teaching and learning

			students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.	• Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Norco College has regular professional development for faculty, staff and managers. The three trainings are usually handed separately and organized separately. The faculty have a committee and coordinators who organize faculty professional development. The staff have and unofficial groups who organizes training. Managers handle professional development on their own (e.g., conferences) with some training offered through HR. The planning for training is nor formally or systematically tied to strategic planning.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Norco College recently opened a new physical space for professional development. The College has also started on a dialogue to coordinate all professional development under one body and make sure training is connected to our strategic goals.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One barrier has to do with 10+1. Some faculty believe that faculty shared governance must be under the Senate exclusively. If this interpretation prevails, it will be difficult to bring all professional development together under one umbrella. HR at the District does not have a tradition of collaborating on PD with the college and does NOT shape their training to meet college strategic goals.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Norco College has applied to the Leading From the Middle Academy in order to address this goal specifically. There are plans to create an integrated two-year professional goal plan with the goals of the completion initiative in mind. Additional support for teaching and learning has also been emphasized to ensure pillar #4 of the Pathways is taking place.

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
12. ALIGNED LEARNING OUTCOMES <i>(Ensure Students are Learning)</i> Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.	○ College is currently not aligning or planning to align learning outcomes.	○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.	● Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.	○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Learning Outcomes at Norco College are addressed college-wide through systematic Program Review. Our Professional Development Committee, Assessment Committee and our Teaching & Learning Committee are collaborating to ensure even more consistency across the college.

2. Describe one or two accomplishments the college has achieved to date on this key element.

We utilize a common vocabulary college-wide for Learning Outcomes, with multiple committees involved with ongoing assessment. Although we have an Assessment Committee, it is through collaboration of multiple groups that we achieve goals. For example, success rates in Distance Education course has been historically lower than Face-to-Face courses, so the Professional development Committee worked with Administration to offer faculty training in distance Education as part of FLEX training. Also, the creation of the Teaching & Learning Committee in fall 2016 was supported by our Academic Senate and Administration. The Teaching & Learning Committee is a standing committee of Senate and now fill a void that previously existed, linking student success to classroom pedagogy/andragogy. The Teaching & Learning Committee reports back to Senate and also works closely with the Professional Development Committee to ensure meaningful professional development geared towards student success is provided.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

We are trying to move to a new Program Review system, utilizing TracDat, which will integrate Assessment and Program Review in an online platform. It is a challenge to negotiate our needs with the tech provider and also support faculty in a new way of inputting their reports.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

The Teaching & Learning Committee and Professional Development Committee have submitted applications to participate in a Leading From the Middle (LFM) Institute in 2018. Each committee has proposed projects which will link Guided Pathways to

professional development and teaching and learning. If we are accepted, this will be a tremendous boost to our current efforts and will help us move into full-scale adoption.

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
13. ASSESSING AND DOCUMENTING LEARNING <i>(Ensure Students are Learning)</i> The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.	○ College is currently not assessing and documenting or planning to assess and document individual student's learning.	○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty. Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.	● Attainment of learning outcomes tracked or made available to students and faculty for most programs. Most programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. All programs examine and use learning outcomes results to improve the effectiveness of instruction.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The assessment loop consists of gathering data on outcomes (SLOs, SAOs, AUOs), determining if the results are satisfactory by meeting a benchmark (or goal) for achievement; and if they are not, making changes in the program (and reassessing) to see if they make a difference in student learning until reaching the benchmark. Closing the loop in instruction consists of meeting the benchmark set by discipline faculty for the course. During 2016-17 there were 42 programs of study in which students could receive state-approved certificates or associate degrees. In addition to these programs, the general education pattern for the associate degree is considered a separate program that must be included in the program count. In 2016-17 a six-year cycle of instructional program assessment was approved by the Norco Assessment Committee. In fall of that year, a large-scale program assessment project was initiated. At the close of 2016-17, Norco College had assessed 41 out of the 42 programs. Due to this effort, the ratio of loop-closing for instructional programs increased to 19/43 (44.2%). This percentage represents more than triple the rate of the previous year (13.3%). We selected sending in progress in part because we have not yet made outcomes data available to students – at least not in a readily accessible format (program review).

2. Describe one or two accomplishments the college has achieved to date on this key element.

In addition to assessing instructional programs, assessment also occurs in administrative units and student services which together have 32 programs. In both student services and administrative unit assessment, closing the loop is defined as meeting the specific targets set in program review within the academic year. In student services, 20 out of 20 programs closed the loop. In administrative units, 9 out of 12 closed the loop. In total, 48/75 programs (64%) closed the loop.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

While we have been using TracDat for some time to assess course SLOs, we are in the process of transitioning to TracDat for program review. Aligning the two modules has proven more complex than we had anticipated. This has led to some confusion about the process for course and program-level assessment procedures and alignment. It remains to be seen whether the Fall 2017 program review TracDat implementation will succeed. If not, we will temporarily return to our Word-based system until

another data-based system can be adopted. This will limit our efforts to evaluate learning in programs of study and slow down the nice momentum we have in integrating pathways in all areas of the institution.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
14. APPLIED LEARNING OPPORTUNITIES <i>(Ensure Students are Learning)</i> Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	○ College is currently not offering or planning to offer applied learning opportunities.	○ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.	● Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.	○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Some programs and courses provide internships or work experience opportunities for student to apply what they are learning in the classroom. Career and Technical Education (CTE) recently formed and internship and work experience program. The goal of this program is to facilitate relationships between local employers and Norco College students in an effort to strengthen students' understanding of industry standards as well as gain hands on learning. CTE is also in the process of establishing apprenticeship programs. Apprenticeships allow students to complete their academic programs and learn the skills of their trade simultaneously. Faculties frequently make arrangements for students to participate in community projects and cooperatives with other institutions. Faculty also identify summer research opportunities for students and promote study abroad opportunities. Some disciplines also organize career exploration events for students to hear from industry experts and to engage in Q&A. The Completion Initiative's connecting college to career component is also focused on helping students with career exploration and expanding internship opportunities.

2. Describe one or two accomplishments the college has achieved to date on this key element.

For the past five years, STEM programs and courses have provided rich opportunities for students to apply classroom learning in the field. This has been made possible by a Federal Department of Education Title III STEM grant. Grant funds have been used to develop career exploration speaker series representing multiple disciplines. Program personnel regularly identify summer research opportunities for students and assist them with the application process. Grant personnel have also provided opportunities for students to engage in cooperative projects with four-year institutions. Most recently, a group of STEM students engaged in a cooperative project with Loma Linda University students to engineer and build a prosthetic hand using open source software and 3D printers. The students and faculty involved in this project are using this opportunity to recruit additional students from manufacturing, anatomy & physiology, and other programs.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The college is lacking a systematic approach to organizing and offering applied/contextualized-learning opportunities across all programs. Most programs and courses do not have requirements or set standards on applied/contextualized learning opportunities. A majority of the programs that offer applied learning opportunities are able to do so because they are associated with a grant. Grant supported programs typically employ personnel who are dedicated to identifying service

learning opportunities and internships for students in their programs. They programs are also provided significant funding to sponsor career exploration events, field trips, and cooperative projects.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- Pre-Adoption
- Early Adoption
- Scaling in Progress
- Full Scale

Please briefly explain why you selected this rating:

Norco College has made significant progress on their pathways initiatives. We have mapped our 19 ADTs to pathways. We have plans for pathways of our Areas of Emphasis. In addition, we have general (two-semester) beginning trailheads to lead students into their pathways partially constructed. We have worked hard to include all areas of the institution in this shift in process and mindset. Areas of resistance have been addressed, and the institution has a consistent will to make changes.

An examination of the six key elements of Guided Pathways demonstrates that we are well on our way with the mapped programs. We have plans and have implemented proactive academic and career advising in our summer and dual enrollment programs. We are confident that our Academic Advising Teams model can scale up that process to all new students and address a structured focused onboarding for our students. We are piloting a responsive student tracking system and will be at full implementation summer 2018. The implementation of MMAP and our acceleration courses have redesigned our basic skills coursework in English and Math. We are continuing with additional supports for students who have been accelerated with co-requisite low-unit coursework. The area that needs additional examination is in Instructional support and co-curricular activities. We have applied to Leading From the Middle for support in professional development. We have a dual focus of pathways and equity planning for these teams.

The Norco College website will need an overhaul/rebuild. It is evident that this type of institutional shift requires a full redevelopment.

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

Additional professional development is appreciated. There are areas of full-scale implementation that will present new challenges. Support in restructuring student services to support guided pathways, including but not limited to processes for onboarding and personnel shifts.

Resistance. More training on helping work through the questions that are presented by the institution. It is difficult to build a consensus on a need for change.

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

Examining the data on completion is the key to our motivation. We need to continue to get that data. We also need complementary college data to provide perspective and alternative points of view. The latest California Guided Pathways Project data on median credit loads was interesting, but needs to be broken out a bit further to determine why students are acquiring so many units.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

We need to work with the Academic Senate to provide cross-over support. The Chancellor's Office cannot do this alone. State Academic Senate needs to be with the Pathways movement and needs to be doing supporting activities for there to be full buy-in.

Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Name of college		
Self-Assessment Signatories		
Signature, President of the Governing Board	Printed Name	Date signed
Signature, Chief Executive Officer/President	Printed Name	Date signed
Signature, Academic Senate President	Printed Name	Date signed
Signature, Chief Instructional Officer	Printed Name	Date signed
Signature, Chief Student Services Officer	Printed Name	Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor’s Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu