

Preview

Details

College

Santa Rosa Junior College

Assurances

Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

Contacts

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02/27/2020 01:48 PM PST

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Approved by Eric Thompson

02/27/2020 10:09 AM PST

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

Not occurring

Progress to Date

Progress to Date Implementing Practice

Meta majors are not part of our design work. They may be in the future but that is undecided.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The only next steps contemplated here are ongoing discussion. Our guided pathways process to date has produced no agreement as to whether we want to do "meta majors" in the way described in the prompt.

Term and Year

Fall - 2020

Term - Detail (optional)

We will continue to discuss the merits of "meta majors" through spring of 2020 and fall of 2021.

Support

No support requested

Practice B

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Progress is being made on program mapping, and CE programs are well designed to prepare students for employment in fields of importance to the college service area. Programs in the liberal arts and sciences are well designed to prepare students for transfer if they so choose, but generally not with reference to areas of importance to the college's service area. Students are able to pursue fields of study at SRJC that may be of global relevance, but not necessarily local importance, economic or otherwise.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Design work is being done on Program Mapping and Scheduling. We realize in particular that scheduling is often a barrier to student completion. Recommendations from the Program Mapping and Scheduling workgroup are planned for spring 2020 and implementation for 2020-2021.

Term and Year

Spring - 2021

Term - Detail (optional)

2020-2021 will see implementation of this aspect of Guided Pathways framework.

Support

No support requested

Practice C

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

It is controversial at SRJC as to whether every program should be presented to students with this kind of information. Many and perhaps most should, but not all. This GP item does not sufficiently take into account the diversity of academic

programs and their purposes. However, this exists for some programs and is a subject of inquiry in our current GP process.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Our GP process includes Program Mapping and Website workgroups, and the clear communication to students of employment and transfer targets are being discussed and studied. The cost of courses and programs are indicated, for example in the Schedule of Classes, but none of this is systematic, and may never be depending on the outcome of the inquiry.

Term and Year

Spring - 2021

Term - Detail (optional)

Inquiry is happening robustly now. Recommendations are expected spring 2020 and potential implementation 2020-2021.

Support

No support requested

Practice D

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Our Program Mapping/Scheduling and Website GP workgroups are both at work on this.

Timeline for Progress to Date

Term and Year

Spring - 2019

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

What we need here is clear, implementation is more difficult. We plan to be implementing this during the 2020-2021 school year.

Term and Year

Spring - 2021

Term - Detail (optional)

Hopefully by spring 2021 we will be mostly at scale here.

Support

No support requested

Practice E

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

Scale of Adoption at Our College

At scale

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

The math department has redesigned math pathways and mapped them for different pathways; this is clearly communicated to students and part of our Guided Self-Placement efforts.

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

Spring - 2019

Next Steps**Timeline for Next Steps**

Next Steps Toward Implementing Practice at Scale

Data gathering and analysis of the impact of AB 705 related changes in math pathways. Since this is in place, we will want to know how effective it is in accomplishing the goals of increased completion and the closing of equity gaps.

Term and Year

Spring - 2021

Term - Detail (optional)

During the 2020-2021 school year we will be gathering data.

Support

No support requested

Pillar 2. Get on the Path

Practice A

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

Scale of Adoption at Our College

Not systematic

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

Efforts are ongoing to help students choose their path, explore, and make educational and career choices that are right for them. While students are encouraged to go full time, the majority of our students are part time and always have been. Many cannot go full time and for some, for example, for fully employed skill builders and life-long learners, it makes no sense at all for them to go college full time and it makes no sense to incentivize them to do so.

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

Spring - 2019

Next Steps**Timeline for Next Steps**

Next Steps Toward Implementing Practice at Scale

Next steps include a robust discussion of our part-time students, what their needs are and how to best meet their needs. This discussion may include strategizing about how to identify students to whose advantage it may be to increase their course load to full time and how to reach them. But the idea that all students in general should be urged to go full time is a one-size-fits-all approach that fails to be sensitive to the diversity of our CCC student population.

Term and Year

Fall - 2020

Term - Detail (optional)

This conversation is ongoing and will be scaled up over the 2020-2021 school year.

Support

No support requested

Practice B

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

We have programs in place including peer coaching and peer academic support (PALS) and our GP process is keen on extending and scaling those and similar supports for students. The problem is funding. The SEA grant program should be leveraged to contribute to GP efforts, but instead it has gradually slipped more and more into paying for salaries and benefits, so less and less goes to direct student support. We consider this a problem that needs to be fixed.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Conversations are ongoing about our budget process in which we are trying to adjust that process to better allocate funds, especially categorical funds like the 5.8 Million SEAP. In the meantime, one of our four GP workgroups is studying

Academic Supports. We hope to bring to scale academic supports for students, the main obstacle being adequate funding.

Term and Year

Spring - 2021

Term - Detail (optional)

We hope to be on the way to scaling this by the spring of 2021. That may be wishful thinking, but we are working on it on several fronts simultaneously.

Support

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

Challenge or barrier you are running into.

Lack of funding.

Support Needed - Detail

First choice: more money available in our unrestricted general fund.

Second choice: help in managing the SEA grant program so that more funds are available for direct student support and less for college personnel.

Type(s) of Support

- Other

Practice C

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Same as above. Per AB 705, the math curriculum has introduced co-requisite courses and recombined courses and statistics-based pathways. We have a tutorial center and PALS. Our GP workgroup is studying academic supports, including for math; we know what we need. We need resources to scale.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Receiving, sifting, then implementing recommendations from the Academic Supports Workgroup, depending of course on the availability of financial resources.

Term and Year

Spring - 2021

Term - Detail (optional)

We hope that revised and improved budget processes combined with GP design will result in scaling of this GP feature.

Support

No support requested

Practice D

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Same as above. Per AB 705, the math curriculum has introduced co-requisite courses and recombined courses and statistics-based pathways. We have a tutorial center and PALS. Our GP workgroup is studying academic supports, including for English; we know what we need. We need resources to scale.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Same as for math. Efforts have been robust. Right now we are struggling for funding for such things as Communities of Practice for faculty and PALS for students. Again, to repeat, the SEAP categorical funding should be more available for this work but it is not.

Term and Year

Spring - 2021

Term - Detail (optional)

The process of budget development with the work of our GP Academic Supports workgroup will hopefully allow us to be at scale by the end of the 2020-2021 school year.

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**

Programs exist, such as peer success coaching and others, to address this but it is neither systematic nor its effectiveness fully known. There are certainly positive anecdotes. More data is needed, and more resources needed. Also, an honest discussion of what "intensive" does, can and should mean.

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

Spring - 2019

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

The above mentioned discussion of "intensive" needs to be engaged, and the recommendations of the Academic Supports Work Group need to be considered. Again resources will be an issue, especially financial resources. Note about remarks about SEAP.

Term and Year

Spring - 2021

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

Not systematic

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

We do this well for some feeder high schools but it is not yet systematic.

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

Spring - 2019

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

The conversation is happening, and will be ongoing through 2020-2021, about how to scale and systematize this enterprise.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

"Every student" doesn't need or want such monitoring. Many students do and we want to provide all the support we can give students who need it. Skill builders, lifelong learners, and curious community members often come for one class. Skill builders and job seekers sometimes don't complete a course of program because they have achieved what they need and get a job. The answer to this would be different if the prompt was "every student who is in a program" rather than just "every student." To repeat, impositions of advisory monitoring on "every student" constitutes a flagrant failure to be aware of and sensitive to the diversity of our students.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Many students in various programs receive very high touch advising; this is true of EOPS and DSPS students for example, and students on probation. We need and we will have conversations over the next academic year about advising and monitoring students' progress. There is no need for full systematization of this for "every student" but it certainly behooves us to find some consistency in meeting the diverse needs of students.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Between advising and IT we consider it desirable to see this at scale. We still have work to do. We hope that the work of the Mapping and Scheduling work group and the Website work group will help us come through the entire curriculum and make it so.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Mapping and Scheduling function of our GP efforts are expected to yield recommendations to the Academic Senate by the end of Spring, 2020; it is hoped that implementation will take place in a coordinated effort including IT, PR, GP and Academic Senate to clarify degree and certificate pathways where they need to be clarified and to communicate that clearly to students.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Systems are in place that students can access, and some exist in which students must participate as a condition of receiving the benefits of the program which include such monitoring, but it doesn't reach all students.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Next steps entail courageous conversations about monitoring students on pathways. We will bring these conversations to the Guided Pathways work during the 2020-2021 academic year.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Counselors, who are over-extended with volume of students, do their best to advise each student to make the best choices for them. We do not have a specific policy that "redirects" students in particular identity or socio-economic categories, nor do we have any plans to.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

During the next academic year we will have conversations about academic advising and how our counseling department sees itself relating to this prompt.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

This is one of our central concerns and the subject of much college-wide discussion. One thing we have done so far is link Summer and Fall scheduling, and year-round scheduling is being discussed but not implemented yet. We are pursuing many ideas about how to improve scheduling. One of the problems of our institution is that we have not been strategic in cutting sections to reduce the budget. There are many bottle necks at courses many students need to complete programs but way to few seats for the demand. Other curricular areas run half full sections. This may be our biggest obstacle to student completion.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We hope our Guided Pathways work groups will give helpful recommendations to do scheduling much better. Our current expectation, which very possibly will need to be revised, is that we can see substantial improvement by the end of 2020-2021.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021 is aspirational.

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

Not systematic

Progress to Date

Progress to Date Implementing Practice

This is generally true of most programs, but it has not been systematically verified.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Mapping and Scheduling work group will be looking at all programs during the Spring of 2020 and bring recommendations if they spot any holes in this alignment of program SLOs. Perhaps by spring of 2021 we can report this as a scale.

Term and Year

Spring - 2021

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

Not systematic

Progress to Date

Progress to Date Implementing Practice

As an institution we are committed to instructional excellence and promote critical thinking across the curriculum and the other things mentioned in the prompt. But this asks about instruction. In order to scale this and enforce it, even if desirable would be utterly impossible. To claim what is described here is happening across programs would imply actions that almost certainly would violate labor law, trample academic freedom, and fail to notice diversity in disciplines. If "across programs" means that critical thinking, problem solving and communication with others generally go on in classes where the curriculum calls for them and where instructors choose certain emphases over others, then, sure we're at scale. If we mean here that every class in every program has these characteristics, then this is impossible.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We plan to have conversations about where and how critical thinking is taught across the curriculum, and how individual courses and programs meet our Institutional SLOs.

Term and Year

Spring - 2021

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

At scale

Progress to Date

Progress to Date Implementing Practice

We have done all these things for a long time.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Service learning is an area that we might improve, although, again, everything mentioned we do in fair abundance. The senate will undertake this conversation over the next academic year.

Term and Year

Spring - 2021

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

All programs have program SLOs and they are assessed on a regular cycle. Individual practice varies, of course, but we have a system in place that does just this and we are current in our practice.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We will renew our conversation about PSLO assessment in the 2020-2021 academic year.

Term and Year

Spring - 2021

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Our robust program review process helps with this. Every program on its turn in the cycle, is scrutinized for the use of assessment data to improve teaching and learning.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

As we enter an accreditation cycle and are talking about SLOs again, we will renew the conversation in the Academic Senate. We are also restructuring, so have the opportunity to re-envision program review and SLO assessment.

Term and Year

Spring - 2021

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**

Many individual instructors do this, but the college has no efforts institution-wide to make it so systematically. It is up to the instructors discretion, and more appropriate for some disciplines than others.

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

Spring - 2020

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

We will encourage faculty who do portfolios and similar things to hold workshops and spread the practice.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

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

Scale of Adoption at Our College

Not occurring

Progress to Date

Progress to Date Implementing Practice

We don't do this in any systematic way. We have an abundance of pedagogical professional development for faculty conducted by experts in contemporary, equity-lensed pedagogy. But we do not use an instrument to test educational practice.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We will have Guided Pathways work groups give workshops during PDA days on educational practice.

Term and Year

Spring - 2021

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)

Engagement Efforts - Details


Several student representatives were chosen by the Student Government Assembly (SGA) to participate in the Guided Pathways workgroup in 2018/19.

In 2019/20 we have moved to four GP workgroups based on more focused topics, which began in earnest in February 2020. The SGA will have representatives who will serve on each of these groups as well.

Course Alignment

Alignment is being discussed, and that discussion is accelerating. We have a lot of data gathering yet to do, and the GP work groups will be doing research and making recommendations on this score. We expect to make some progress on this by the spring of 2021.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 2019 05 01 GP Scale of Adoption Final.pdf	Self-Assessment	2/27/2020, 9:59:23 AM	N/A

Success Story

Success Story (optional)

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals



California
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