



# DRAFT

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

Revised February 2019, November 2019

**Institution Name:**

**Date:**

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

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

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

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

## Equity Considerations

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

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

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

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p>			
<p><b>Equity Considerations in Area 1:</b></p> <ul style="list-style-type: none"> <li>• Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>• How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?</li> <li>• How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?</li> </ul>			
<p><b>ING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>X Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Miramar College is at the early stages of developing its approach to “meta majors” or Interest Areas. Multiple faculty, staff, and administrators have attended professional development events that included examples of how other colleges approached the implementation of “meta majors” or Interest Areas. In the Fall of 2019, the College identified three faculty members to provide leadership for two work-groups focused specifically on course sequencing and program mapping.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Faculty led work groups will convene throughout the Spring and Fall semesters of 2020 to discuss, design and implement “meta majors” or Interest Areas. In addition, this is the primary area of focus for the College’s annual campus-wide Planning Summit scheduled in March 2020.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Design teams will meet throughout the Spring 2020 and Fall 2020 semesters with a target implementation of identifying interest areas and mapping programs by Spring 2021.</p>
<p><b>1. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      x On campus /individual training</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

<p>X Technology                      x Reporting/data Other</p>		<p>The College is still at the early stages of developing a common understanding of the “meta majors” approach. We will first need to provide training and then work with departments to start mapping their courses and programs.</p>	<p>Once our mapping is done, we will ask to use Guided Pathways resources to develop informational hand-out for students, marketing costs, and to develop easily accessible webpages for student use.</p>
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p><i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College’s CTE programs currently identify career and transfer options for many of their programs, however this approach is not consistent across all academic programs. In the Fall of 2019, the College identified three faculty leads to engage in course mapping, program mapping, and the development of a communication strategy to support this effort.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>The Guided Pathways Committee will support professional development opportunities for faculty and staff to develop course and program mapping strategies. Faculty led workgroups will also convene throughout the next three semesters to address this effort.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Design teams will meet between the Spring 2020 – Spring 2021 semesters with a target of making visible course sequence maps and Interest Areas by Summer 2021.</p>
<p><b>1. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      xConnections with other GP teams Regional training                      x On campus /individual training xTechnology                              x Reporting/data Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Currently the staffing at the career center is not adequate enough to sustain the changes we would like to implement</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Increase in funding to adequately staff career center Budget for the various career center handouts that will be used in GP</p>
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College’s website currently provides limited information on career and transfer options, however, the level of detail is inconsistent across all programs. In the Fall of 2019, the College identified a faculty lead</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Faculty led workgroups will convene over the next three semesters to review existing information and develop a consistent approach to providing information to students.</p>

		<p>who will be responsible for convening a workgroup to review, enhance and ensure consistency with regard the information currently being provided.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Timeline for implementing next steps:</i></p> <p>Design teams will meet between Spring 2020 and Fall 2021 and will work to implement new framework for certain aspects of the website by Spring 2022.</p>
<p><b>1. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  xTechnology                                  Reporting/data  Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>The College website can be difficult for students to navigate if they are not sure what you're looking for.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>The College should work to redesign the website with a guided pathways lens and identify funds to support an update.</p>
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College's website currently provides information with regard to course sequencing; however, it does not identify critical courses or key milestones. In the Fall of 2019, the College identified three faculty leads who will be responsible for a convening workgroups who focus on course sequencing, program mapping and campus communication.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Faculty led work-groups will convene over the next two semesters to develop and implement course maps, program maps and update the website accordingly.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Design teams will meet between Spring 2020 and Fall 2020 with a goal of completing course sequence maps for degrees by Spring 2021.</p>
<p><b>1. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      x Connections with other GP teams  Regional training                      x On campus /individual training  X Technology                                  Reporting/data  Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>The College completed a previous effort to develop course sequences, which led many to believe that course mapping had already been completed. Continued efforts will be</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Administrative Support is necessary</p>

		needed to bring our previous efforts to the scale that GP recommends.	
e. Required math courses are appropriately aligned with the student’s field of study <i>(Note: This essential practice was moved from Area 2)</i>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College currently provides information with regard to course requirements for all academic programs and degree completion, including math requirements. However, the alignment with a student’s field of study is not clearly identified.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Faculty led workgroups will convene over the next three semesters to develop and implement course maps and program maps.</i></p> <p><i>Timeline for implementing next steps:</i></p> <p><i>Design teams will meet between Spring 2020 and Spring 2021 with the Math faculty to determine best approach by Fall 2021.</i></p>
<p><b>1. e. Support Needed?</b> <i>Type of Support - place an X next to one or more</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                    x On campus /individual training</p> <p>X Technology                            x Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>There is hesitation amongst faculty on recommending particular classes, except when absolutely necessary for transfer.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Professional Development offered on campus regarding acceleration. Administration support in the alignment of Math with Guided Pathways</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 2:</b></p> <ul style="list-style-type: none"> <li>Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?</li> <li>For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?</li> <li>Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?</li> </ul>			
<p><b>ING STUDENTS CHOOSE AND ENTER A AM PATHWAY</b></p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Through the College’s on-boarding process, all students are encouraged to choose a program of study and develop a student education plan. Information about this process can be found on the college website, in the college catalog, and in the schedule of classes. Through the use of Strong Workforce funds, efforts are currently underway to strengthen the linkage between the on-boarding process, career exploration, and career planning in the CTE areas. A faculty led work group will be created to expand these efforts to the general student population.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>A faculty led “on-boarding” workgroup will convene over the next three semesters to further clarify the on-boarding process, identify gaps of service and implement identified best practices.</p> <p><i>Timeline for implementing next steps:</i></p> <p><i>Design teams will meet between Spring 2020 and Spring 2021 with a goal of developing a template for webpage and handouts to be used in career exploration by Fall 2021.</i></p>
<p><b>2. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>X Policy guidance                      Connections with other GP teams  Regional training                      X On campus /individual training  X Technology                              X Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>District to share student information  College begin the process of redesigning the website so that it can facilitate the career exploration and course sequencing from a GP perspective</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>The College should consider a redesign of the college website with a guided pathways lens and identify funds to support an update.</p>

<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</p>	<p><i>Place an X next to one:</i>  <input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College provides free tutorial services and access to learning labs for english and math courses and some general education courses; however, these types of services are not consistently available in “gateway” courses across all programs.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The College has a committee (SEEM) dedicated to addressing student success in english, math, and ELAC course and has established a guided pathways workgroup that will focus on program and course mapping.</p> <p><i>Timeline for implementing next steps:</i></p> <p><i>The committee will meet over the next two semesters with a target implementation date of Spring 2021.</i></p>								
<p><b>2. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td><input type="checkbox"/> Policy guidance</td> <td><input type="checkbox"/> Connections with other GP teams</td> </tr> <tr> <td><input type="checkbox"/> Regional training</td> <td><input checked="" type="checkbox"/> On campus /individual training</td> </tr> <tr> <td><input type="checkbox"/> Technology</td> <td><input checked="" type="checkbox"/> Reporting/data</td> </tr> <tr> <td><input type="checkbox"/> Other</td> <td></td> </tr> </table>		<input type="checkbox"/> Policy guidance	<input type="checkbox"/> Connections with other GP teams	<input type="checkbox"/> Regional training	<input checked="" type="checkbox"/> On campus /individual training	<input type="checkbox"/> Technology	<input checked="" type="checkbox"/> Reporting/data	<input type="checkbox"/> Other		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>District to share student information</i>  <i>Additional resources for tutoring</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Currently the College does not have an comprehensive early alert system that connects students directly to campus resources, thereby leaving it up to individual faculty to reach out to individual students with little or no follow up by anyone except the faculty member.</p>
<input type="checkbox"/> Policy guidance	<input type="checkbox"/> Connections with other GP teams										
<input type="checkbox"/> Regional training	<input checked="" type="checkbox"/> On campus /individual training										
<input type="checkbox"/> Technology	<input checked="" type="checkbox"/> Reporting/data										
<input type="checkbox"/> Other											
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i>  <input type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College has a standing committee (SEEM)chaired by 2 faculty leads and the VP for Instruction that will focus on helping students to successfully complete English, math, and ELAC courses. This committee was actively involved with the implementation of AB 705 requirements.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The College will utilize the SEEM Committee to establish recommendations and improvements.</p> <p><i>Timeline for implementing next steps:</i></p> <p><i>The SEEM committee will meet over the next two semesters with a target implementation date of Spring 2021..</i></p>								

<p><b>2. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                    x    On campus /individual training</p> <p>Technology                            x    Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Professional Development activities to aid in the establishment of an alliance between math faculty and the campus at large.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Many faculty are unaware of the math requirements within their discipline.</p>
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College has a standing committee (SEEM) chaired by 2 faculty leads and the VP for Instruction that will focus on helping students to successfully complete English, math, and ELAC courses. This committee was actively involved with the implementation of AB 705 requirements. Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>The College will utilize the SEEM committee to develop recommendations and improvements.</i></p> <p><i>Timeline for implementing next steps:</i></p> <p><i>The SEEM committee will meet over the next three semesters with a target implementation date of Fall 2021.</i></p>
<p><b>2. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                    x    On campus /individual training</p> <p>Technology                            x    Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Increased tutorial services for all gateway courses.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>English faculty work in a silo campus and districtwide, focusing their efforts solely on the impact AB 705 has on the English and Math programs.</p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Through its on-boarding services, the College guides all students to available support services both on and off campus based on individual needs; however services are not well connected at times and are somewhat limited based on available budget and staffing.</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>The College has established a faculty led workgroup charged with evaluating the on-boarding process and recommending proactive and integrated interventions to support student success.</i></p> <p><i>Timeline for implementing next steps:</i></p>

		Term, if <i>at scale</i> or <i>scaling</i> :	College-wide forums will take place in the upcoming semesters to review data and develop strategies based on committee recommendations starting in Fall 2021.
<p><b>2. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      x    Connections with other GP teams  X Regional training      x    On campus /individual training  X Technology              x    Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i>  Access to data from the district  Reevaluation of current data collected to revised collection points</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Currently the College has limited data to help identify individual students who would be considered poorly prepared nor do we have a comprehensive early alert system to indicate that someone is in need of help.</p>
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i>  The College provides an extensive set of outreach services to feeder high schools, including offering college courses on high school campuses, concurrent enrollment opportunities, career exploration activities on and off campus, on-site advising, orientation services, and college tours. However, as the College is at the early stages of developing course and program maps for students, the linkage from outreach services to programs of study to career opportunities still needs attention.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The College has established three faculty led workgroups to work on course mapping, program mapping, and on-boarding. The workgroups will be meeting over the next several semesters to clarify mapping which will in-turn be linked to the on-boarding process.</p> <p><i>Timeline for implementing next steps:</i></p> <p><i>Design teams will meet between Spring 2020 and Spring 2021 with a target of implementation date of Fall 2021.</i></p>
<p><b>2. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      x    Connections with other GP teams</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

<p>X Regional training Technology Other</p>	<p>On campus /individual training Reporting/data</p>	<p>Administrative support to expand career center, to increase number of career counselors and develop a robust website</p>	<p>Minimal resources available to help with the success of students once they arrive on campus. Faculty also need to attend outreach events and outreach.</p>
---	--	---	---

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 3:</b></p> <ul style="list-style-type: none"> <li>• How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</li> <li>• How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> <li>• How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <li>• How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?</li> </ul>			
<p><b>ING STUDENTS ON PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Several categorical programs have well established practices to monitor student progress each semester; however the college does not currently have a systematic process in place for the general student population.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>The College has established a faculty led workgroup to identify best practices for proactive and integrated support services, including course sequencing, student education planning, advising, and early alert.</i></p> <p><i>Timeline for implementing next steps:</i></p> <p><i>Workgroups will meet between Spring 2020 and Spring 2021 with a target of implementation date of Fall 2021.</i></p>
<p><b>3. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>X Policy guidance            x Connections with other GP teams  X Regional training            x On campus /individual training  X Technology                    x Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Training of teaching faculty to help in advising and work with counselors to help monitor student success</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Our campus is severely understaffed and overworked because of this.</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>All students have access to education planning, however the College does not have a process by which students can easily review academic progress other than by setting up an individual appointment with a counselor.</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>The College has established a faculty led workgroup that will explore proactive and integrated student support services, including an early alert program.</i></p> <p><i>Timeline for implementing next steps:</i></p>

		Term, if <i>at scale</i> or <i>scaling</i> :	<i>Design teams will meet between Spring 2020 and Spring 2021 with a target of developing a plan for how to improve student use of SEP's by Fall 2021.</i>
<b>3. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance           x Connections with other GP teams Regional training        x On campus /individual training X Technology                Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i> Continue to update and improve the utilization of PeopleSoft	<i>Challenge or barrier: (1,000 character)</i> The current process of inputting SEP is cumbersome and limiting.
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.	<i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i>  The College does not have a comprehensive early alert system in place; however, the College does routinely notify and engage students who have entered progress/academic probationary status.  Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i>  <i>The College has established an faculty led workgroup to identify and develop a comprehensive early alert system</i>  <i>Timeline for implementing next steps:</i>  <i>Design teams will meet between Spring 2020 and Spring 2021 with a goal of recommending the specifications of an early alert system by Fall 2021.</i>
<b>3. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance           x Connections with other GP teams X Regional training        x On campus /individual training X Technology                x Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i> Funds and technology for an early alert system that is integrated into PeopleSoft	<i>Challenge or barrier: (1,000 character)</i>  The current early alert system is dependent on faculty. Referrals and data are not sent to any person or department nor is there any form of student follow up unless the

			faculty makes an effort to contact the individual student..
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><i>Place an X next to one:</i>  Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Counselors are available to assist students with identifying viable education and career paths; however this service is typically provided when a student chooses to set up an individual appointment.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i>  The College has established a faculty led workgroup that will explore best practices for proactive and integrated student support services.</p> <p><i>Timeline for implementing next steps:</i></p> <p><i>Design teams will meet between Spring 2020 and Spring 2021 with a target of identifying success milestones to assist in redirection if needed by Fall 2021.</i></p>
<p><b>3. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance           x   Connections with other GP teams  Regional training            On campus /individual training  Technology                    Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Administrative support.  Funds to develop a new college website</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Course sequencing is incomplete and the website is not designed to show students pathways for redirection and /or locate information easily.</p>
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><i>Place an X next to one:</i>  X Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College provides courses when students need them and regularly analyzes course taking patterns when developing the semester schedule; however the College needs to continue to review and strengthen its strategic enrollment management practices.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The College is in the process of redeveloping an enrollment management committee that will be charged with refining our strategic enrollment management efforts.</p> <p><i>Timeline for implementing next steps:</i></p> <p><i>Design teams will meet between Spring 2020 and Spring 2021 with the goal of mapping out course sequencing to develop</i></p>

			<i>a schedule for students by Fall 2022 utilizing data, student surveys, and focus groups.</i>
<b>3. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training <input checked="" type="checkbox"/> Technology                              x Reporting/data <input checked="" type="checkbox"/> Other		<i>Support Needed – Detail: (1,000 character)</i>  <i>Administrative support and campus surveys</i>	<i>Challenge or barrier: (1,00 character)</i> S  Scheduling is currently not being done based on student recommendations.

<b>Guided Pathways Essential Practices</b>	<b>Scale of Adoption at Our College</b>	<b>Progress to Date Implementing Practice</b> <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	<b>Next Steps Toward Implementing Practice at Scale &amp; Timeline</b>
<b>Equity Considerations in Area 4:</b> <ul style="list-style-type: none"> <li>• How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>• As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?</li> <li>• What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?</li> <li>• Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?</li> </ul>			
<b>RING THAT STUDENTS ARE LEARNING</b>  a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	<i>Place an X next to one:</i> Not occurring <input checked="" type="checkbox"/> Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i>  Program learning outcomes are a regular part of the College’s program review and curriculum review processes; however more discussion is needed with regard to linking outcomes to specific education and career outcomes.  Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i>  The College has established a workgroup that will review and develop areas of interest (mapping) which will include efforts align learning outcomes within the Guided Pathways framework.  <i>Timeline for implementing next steps:</i>  <i>Design teams will meet between Spring 2020 and Spring 2021 with a target of</i>

			<i>developing competencies and outcomes by Fall 2021.</i>
<p><b>4. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      x On campus /individual training  Technology                                Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i>  Administrative support  Revisiting TaskStream to make changes/additions based on the issues</p>	<p><i>Challenge or barrier: (1,000 character)</i>  The current system for housing and revising outcomes is clunky and lacks flexibility. Changes cannot be made and when a program tries to edit an outcome, the old outcome cannot be deleted.</p>
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i>  Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i>  The College CTE programs often integrate active learning into its curriculum; however this has not permeated the broader curriculum. More discussion and training is needed in order to expand this effort across all programs.    Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i>  The College has established several faculty led workgroups that will consider and recommend professional development strategies that will support the guided pathways efforts.    <i>Timeline for implementing next steps:</i>    <i>Since the design teams will meet between Spring 2020 and Spring 2021 the goals is to open communication across disciplines to allow for more collaborative connections to begin by Fall 2021.</i></p>
<p><b>4. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>X Policy guidance                      Connections with other GP teams  Regional training                      x On campus /individual training  Technology                                Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i>  Funds for a Professional Development Coordinator</p>	<p><i>Challenge or barrier: (1,000 character)</i>  Currently, the flex coordinator is also labeled the professional development coordinator but they do not schedule any</p>

			type of professional development, only workshops people would like to offer.
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p><i>Place an X next to one:</i>  Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College has consistently offered work-experience courses and study abroad opportunities. Most recently the Career Center has utilized Strong Workforce funds to hire job placement and workplace learning coordinators. More discussion and training will be needed to expand these efforts across the broader curriculum.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>The College has established faculty led workgroups that will map current practices and explore opportunities for expansion.</i></p> <p><i>Timeline for implementing next steps:</i></p> <p><i>Design teams will begin to collect evidence of what is occurring in classes and programs by Fall 2021.</i></p>
<p><b>4. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  X Regional training      On campus /individual training  Technology              x Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Funds for a Professional Development Coordinator</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Very few discussions happen on campus revolving around teaching and learning. Conference travel is lacking and as a result, much is needed to help people look beyond what is happening on the campus or in the district.</i></p>
<p>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.</p>	<p><i>Place an X next to one:</i>  X Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Program learning outcomes are a regular part of program review and curriculum review; however this is often approached on a course by course basis. More discussion and training will be needed to discuss outcomes across programs.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>The College is in the process of assessing and redeveloping its shared governance process to include a learning outcomes committee. This committee will assist to address this area.</i></p> <p><i>Timeline for implementing next steps:</i></p> <p><i>The college is undergoing a complete redesign of its college governance</i></p>

			<p><i>structure and committees. Once completed, program review will be assessed, evaluated and revamped by Fall 2022</i></p>
<p><b>4. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                    x    On campus /individual training  Technology                            x    Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i>  Administrative Support  Department Chair support</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>GP is just starting out and with so much history surrounding academic issues, it may be best to allow this discussion to tie into the redevelopment of our shared governance process.</p>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Program learning outcomes are a regular part of program review and curriculum review and data is available for each department to analyze their outcomes. However more effort is needed to look at these outcomes in an integrated way such that it leads to intentional campus efforts.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The College has established several faculty led guided pathways workgroups that will each look at campus metrics and recommend professional development opportunities that tie into the work of guided pathways.</p> <p><i>Timeline for implementing next steps:</i></p> <p><i>The guided pathways workgroups will convene over the next three semester, allowing for activities to begin as early as Fall 2020; however there is also a comprehensive overhaul of the College’s shared governance process that will also contribute to this effort in the coming academic years.</i></p>

<p><b>4. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      x    On campus /individual training  Technology                                x    Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Currently, program reviews are not always evaluated which has resulted in some placing minimal effort into them.</p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Some individual academic programs and the Career Center have made efforts to assist students to document learning beyond the traditional transcript; however this is limited in nature.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The College has established faculty led workgroups that will explore best practices for career exploration and proactive student support services which should contribute to address this aspect of the guided pathways framework.</p> <p><i>Timeline for implementing next steps:</i></p> <p><i>Design teams can begin to collect data and make recommendations by of Fall 2022.</i></p>
<p><b>4. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      x    On campus /individual training  Technology                                Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Administrative Support  Funds for a Professional Development Coordinator</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>The silos that currently exist as well as the climate make it extremely difficult to collect necessary data.</i></p>
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College does not currently participate in CCSSE or SENSE but has participated in internal district surveys. There has been a limited connection between these surveys and targeted professional development.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>The College has established several faculty led workgroups that will explore and identify opportunities for targeted professional development as it relates to the guided pathways framework.</i></p> <p><i>Timeline for implementing next steps:</i></p>

			<p><i>Design teams will meet between Spring 2020 and Spring 2021 with a target implementation date of Fall 2021.</i></p> <p><i>(Dec 2020)</i></p>
<p><b>4. g. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>X Technology                              x Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character</i></p> <p><i>District willingness to share data results</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>College does not have access to detailed data which makes it very difficult to collect accurate data.</i></p>

**Additional REQUIRED questions:**

<b>Student Engagement and Support</b>	
<b>STUDENT ENGAGEMENT</b>	<p><i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor’s Office a system-wide qualitative measure of this effort.</i></p>
<p>In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)</p>	<p><i>Place an X next to one or more:</i></p> <p>X Student survey(s)</p> <p>X Students serve on campus GP advisory committee(s)</p> <p>X Student focus groups</p> <p>Other:</p>
	<p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>The College has consistently made efforts to include students on shared governance committees and guided pathways committees by formally establishing voting membership for students on most campus committees. The College has also supported and conducted department level student surveys, district wide student surveys, and student focus groups to gather the student voice and better understand student</p>

	needs. Finally, the College will attend Associated Student Government meetings to make presentations and to solicit information on multiple topics, including guided pathways.
<b>COURSE ALIGNMENT</b>	<i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i>
	<p><i>Course Alignment - Details: (1,000 character)</i></p> <p>The College has made limited progress in this area; however the College is currently undergoing a comprehensive reorganization of its shared governance structure. This new structure will include a redevelop strategic enrollment management committee that will likely explore this issue further.</p>

**Additional OPTIONAL questions:**

Success Story	
<b>SUCCESS STORY</b>	<b><i>Optional:</i></b> Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.
<i>Title:</i>	
<i>Follow-up Contact Person(s):</i>	
<i>Challenge: (1,000 character)</i>	
<i>Success Story: (10,000 character)</i>	
<i>Outcomes: (1,000 character)</i>	

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

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

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

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

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

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

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