



GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT³⁴
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 of study</u> |

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.

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

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <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>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”.</p> | | | |
| <p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? | | | |
| <p>1. MAPPING PATHWAYS TO STUDENT END GOALS</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>Place an X next to one:</p> <p>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:</i></p> <ul style="list-style-type: none"> • <i>All of Skyline College’s Degrees and Certificates have been organized into four Meta Majors based on overlapping course work, career trajectories, and types of support needed.</i> • <i>Marketing campaigns have occurred across campus and with local feeder high schools to inform current and potential students of Meta Majors and the benefits of the redesigned structure in terms of declaring a degree or certificate as well as receiving tailored support once an educational goal is identified.</i> • <i>Campus events such as Preview Day (in the Spring) and Meta Majors Week (in the Fall) help to introduce students to Meta Majors, career opportunities within the various</i> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • <i>Continued outreach to students to increase awareness of Meta Majors and Meta Major related supports.</i> • <i>Continued alignment of website and other marketing materials to focus on Meta Majors.</i> • <i>Continued work with faculty and staff to incorporate Meta Majors and into classes and activities on campus.</i> • <i>Continued refinement of events such as Preview Day and Meta Majors Week to reach more students.</i> <p><i>Timeline for implementing next steps: Spring 2020-2021</i></p> |

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|--|---|---|---|--------------------------------|------------|----------------|-------|--|--|---|---|
| | | <p><i>Meta Majors as well as build community.</i></p> <ul style="list-style-type: none"> • <i>Meta Majors are organized and marketed on the website at http://www.skylinecollege.edu/metamajors.</i> • <i>Alignment of many services across campus (learning center, career preparation and job placement, counseling, etc.) to Meta Majors.</i> <p>Term, if at scale or scaling: Fall, 2018</p> | | | | | | | | | |
| <p>1. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | Other | | | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>Resources for designated spaces on campus to highlight career options and build community to support</p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Website does not reflect the redesign of the college to be aligned with Meta Majors and is still oriented more with Divisions than Meta Majors. Students have to know to look for Meta Majors and cannot find the important information and/or information is incorrect or out of date. Additionally, we would like to have options for exploration for undecided students, but at this point, that is not available on the website either.</p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | | |
| Regional training | On campus /individual training | | | | | | | | | | |
| Technology | Reporting/data | | | | | | | | | | |
| Other | | | | | | | | | | | |
| <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></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> | <p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Career milestones are embedded in draft program maps. • Faculty have identified skills that students need to obtain to be successful in their chosen career | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Completed incorporation of career milestones specific to each degree and certificate. • Strategic Partnerships and Workforce Development | | | | | | | | |

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| | At scale | <p>path and are in the process of recommending courses and activities on campus and in the community that can support development of those skills.</p> <ul style="list-style-type: none"> • Completion of the development of a comprehensive suite of services to support career development and job placement customized specific to meta majors that includes: Networking and LinkedIn Profile Creation and Photo, Resume Development, Interview Preparation and Job Search. • Job Placement program function has fully launched and is being delivered to students across campus and customized by Meta Major • Career Readiness and Job Placement programming has been Integrated across programming for key stakeholder groups: Promise Scholars, Middle College, Dual Enrollment, Specialty programs/Learning Communities, Career Education Pathways, Adult Education, designed specifically to serve each meta major. | <p>Partner with lead faculty to integrate suite of service student outcomes/deliverables into the E-Portfolio and expand employer engagement opportunities.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</p> |

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|--|---|---|---|--------------------------------|------------|----------------|-------|--|--|---|---|
| | | Term, if <i>at scale</i> or <i>scaling</i> : Fall, 2020 | | | | | | | | | |
| <p>1. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | Other | | | <p><i>Challenge or barrier: (1,000 character)</i> Tool to connect College to national labor data that could be accessible via the website.</p> <p>Data on student interests to be able to guide and support them with career information.</p> | <p><i>Support Needed – Detail: (1,000 character)</i> Consistent collaboration between career and workforce development with instructional faculty from all areas (including non-CTE programs).</p> <p>Instructional faculty lacking access to data on student interests and career goals and thus are unable to support them in their classrooms and within programs on career specific guidance.</p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | | |
| Regional training | On campus /individual training | | | | | | | | | | |
| Technology | Reporting/data | | | | | | | | | | |
| Other | | | | | | | | | | | |
| <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></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> Living wage job opportunities and paid internships specific to Meta Majors are marketed bi-monthly to students, faculty and the community. Academic program webpages have a “Career Outlook” section with brief summaries of foundational job skills and a few examples of careers in the field, which in some cases include salary. | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Strategic partnerships and Workforce Development is working with marketing to launch website splash pages that will include the following: Top Careers in each pathway, Wages of Careers in Pathway, Characteristics of Students Successful in this pathway, Key Employers in Pathway and 4+year educational options that are available. Marketing is working with instructional divisions to gain information on programs and | | | | | | | | |

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|--|---|--|---|--------------------------------|------------|----------------|-------|--|--|--|---|
| | | Term, if <i>at scale</i> or <i>scaling</i> : | career opportunities to update all department websites. <i>Timeline for implementing next steps: Spring 2020</i> | | | | | | | | |
| <p>1. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | Other | | | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>Tool to connect College to national labor data that could be accessible via the website.</p> <p>Stronger alignment between Community Colleges, CSUs, and UCs so that transfer requirements are more consistent and clear for students.</p> <p>Support from the CCCO on website redesign to create a more student ready website design that highlights career opportunities.</p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>We do not currently have a strategy for updating website and program maps that is sustainable moving forward as courses and program requirements are changing.</p> <p>Counselors are resistant to putting program maps on the website, so we need to identify how they can best be made available and how counselors can support the efforts.</p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | | |
| Regional training | On campus /individual training | | | | | | | | | | |
| Technology | Reporting/data | | | | | | | | | | |
| Other | | | | | | | | | | | |
| <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</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> <ul style="list-style-type: none"> All students that are SSSP eligible, complete an abbreviated Student Educational Plan during matriculation. Instructional faculty along with counselors have created program maps for each of the degrees and certificates that outline the order in which core required courses should be taken. Instructional faculty have begun to identify General Education courses | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Work with faculty to achieve goal of 100% of students completing Comprehensive Student Educational Plan. Complete GE recommendations for each of the program maps and make information accessible to students. <p><i>Timeline for implementing next steps: Fall 2020</i></p> | | | | | | | | |

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| | | <p>that benefit students in and help to develop skills necessary for students to be successful in their respective fields.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <i>Fall 2020</i></p> | |
| <p>1. d. Support Needed? <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 Technology Reporting/data Other</p> | | <p><i>Challenge or barrier: (1,000 character)</i> Alignment of programs to streamline process for colleges and students so that when changes are made in one area they are updated in others.</p> | <p><i>Support Needed – Detail: (1,000 character)</i> Strategy for updating website and program maps that is sustainable moving forward as courses and program requirements are changing.</p> |
| <p>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> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> All math offerings have been assigned to one of two pathways. The B-STEM math pathway for Business, Entrepreneurship, and Management and Science, Technology, and Health Meta Majors and the SLAM Math Pathway for Society and Education and Arts, Languages, and Communication Meta Majors. <p>Term, if <i>at scale</i> or <i>scaling</i>: <i>Fall, 2019</i></p> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Continue to align Academic Supports, included imbedded tutoring, within Math Pathways to increase success rates for all students. <p><i>Timeline for implementing next steps: Spring 2020-2021</i></p> |

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| <p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? | | | |
| <p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</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 Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> Increase in dual enrollment programs at multiple feeder high school campuses that increase exposure to and knowledge of different career options. Development of Meta Major Preview Day, which is designed as a day for all incoming students to explore Meta Majors and career opportunities within each of the Meta Majors. Implementation of “MyMajors” assessment during student orientation for students to begin to identify their career and program interests. The results of the assessment are then utilized during the first counseling appointment to identify their Meta Major or whether they are still exploring, in which case they are connected with additional supports. | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Continued refinement of support for “Exploring Students”, including developing a campus-wide approach to support that also includes instructional faculty. Continued use of “MyMajors” program an incorporation into new Constituent Relationship Management software (CRM) so that the information can be accessed by multiple support systems on campus. Increases collaboration and integration between counseling and instructional faculty. <p><i>Timeline for implementing next steps: Fall 2020</i></p> |

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| | | <ul style="list-style-type: none"> • Programming and implementation designed to meet Career Development benchmarks. Examples of this could include: “Meta Major Month” where each Meta major delivers intentional programming for 1 week focused on supporting students program and career exploration, comprehensive suite of services that support career readiness and job placement programming and services for students, launch of the Career Closet that provides access to professional clothing for networking and interviews • Development and Delivery of Career development/Readiness benchmarks across programming focusing on designing a LinkedIn profile, resume development, cover letter creation and LinkedIn Learning training engagement leading to job placement, etc. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | |

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| <p>2. a. Support Needed? <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 Technology Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i> Change CCCApply to enable exploration before students are required to choose a degree or certificate.</p> | <p><i>Challenge or barrier: (1,000 character)</i> Website does not support students to explore career resources and marketing materials need to be updated.</p> <p>Need increased collaboration between instructional faculty, career, and counseling to ensure that students are informed.</p> <p>Instructional faculty lack access to information on students plans and are not able to support them in implementing next steps, getting SEPs completed, etc.</p> |
| <p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • The Learning Center has prioritized embedding academic supports into highly enrolled courses with lower success rates, including imbedded tutoring and supplemental instruction. • Increased peer academic and “soft skills” coaching through peer mentoring program and with retention specialists. • Increases support (retention specialist and dedicated counselor) in the STEM center to support STEM students’ specific needs. • Academic support partnering with Promise Scholars Program to share usage data and provide | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Develop Student Success Teams strategy through which Instructional and Counseling faculty partner with academic support to proactively support students in gateway courses through a data informed case management system. • Continue to increase access to tutoring, peer mentoring, supplemental instruction. • Work with faculty to improve processes for reviewing course success rates and using pedagogical approaches to address matters of culturally relevant curriculum and data informed practices. • Increase technology support for students through technology workshops (example” “how to be an online student”). • Create differentiated academic support plans for students based on the level of support needed as identified by counselors. |

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| | | <p>additional safety nets for students needing additional support.</p> <ul style="list-style-type: none"> Retention specialists are collaborating with Counselors in Counseling 100 courses to introduce services on campus and encourage usage by students. Implemented an in-class, by request tutoring and workshop model to support faculty and students in the classroom. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p> | <p><i>Timeline for implementing next steps: Spring 2020-2021</i></p> |
| <p>2. b. Support Needed? <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 Technology Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Increase funding for peer mentors, peer tutors.</p> <p>Identification of gateway courses and professional development for faculty to support students in gateway courses.</p> | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>Lack of financial and human resources to support students with highest needs.</p> <p>Instructional faculty need access to data on students in courses and programs (prior to the beginning of the semester) to be able to offer support for students in the classroom and within their programs.</p> |
| <p>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. <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 Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> Corequisites are being offered for roughly a third of all gateway courses. Increased staffing for math tutorial lab, specifically for areas with higher demand (statistics, intermediate algebra and calculus) | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Assess success rates in corequisite courses relative to those in traditional courses and implement changes if needed. Develop Student Success Teams strategy through which Instructional and Counseling faculty partner with academic support to proactively support students in |

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| | | <ul style="list-style-type: none"> Offering embedded tutoring and Supplemental Instruction support in co-requisite math sections Tutoring for courses in STEM related Math classes (such as Calculus series) offered in STEM center. Implemented an in-class, by request tutoring and workshop model to support faculty and students in the classroom. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p> | <p>gateway courses through a data informed case management system.</p> <ul style="list-style-type: none"> Work with faculty to improve processes for reviewing course success rates and using pedagogical approaches to address matters of culturally relevant curriculum and data informed practices. Transition to a lower ration model for math tutoring (1:1 to 1:3, tutor:student). Increase access to tutoring, peer mentoring, and Supplemental Instruction. Refine early alert system for instructional faculty to communicate mid-semester progress to students. <p><i>Timeline for implementing next steps: Spring 2020-2021</i></p> |
| <p>2. c. Support Needed? <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 Technology Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i> Increase funding for peer mentors, peer tutors.</p> <p>Identification of gateway courses and professional development for faculty to support students in gateway courses.</p> | <p><i>Challenge or barrier: (1,000 character)</i> Lack of financial and human resources to support students with highest needs.</p> <p>Instructional faculty need access to data on students in courses and programs (prior to the beginning of the semester) to be able to offer support for students in the classroom and within their programs.</p> |
| <p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English 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 Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> ENGL 105 scaled to provide transfer-level English in a 5-unit format. The additional 2 units of time with the instructor provide the time needed to support students who would have been placed in developmental English in the past. | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Develop Student Success Teams strategy through which Instructional and Counseling faculty partner with academic support to proactively support students in gateway courses through a data informed case management system. Work with faculty to improve processes for reviewing course success rates and using pedagogical approaches to address |

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| | | <ul style="list-style-type: none"> • Embedded tutors and Supplemental Instruction for some of the ENGL 105 courses though we need to continue scaling up to ensure that more students receive support as they enter their transfer-level English. We are working with the Learning Center and English faculty to find additional embedded tutors and supplemental instructors. • Prioritize embedded tutoring and Supplemental Instruction support in English 105 sections • Prioritize embedded tutoring in ESOL sections • Increased collaboration between Learning Center and English Department to identify key skill gaps in order to prepare peer academic support services more intentionally • Implemented an in-class, by request tutoring and workshop model to support faculty and students in the classroom. • Providing online access to directed learning activities (DLA). <p>Term, if <i>at scale</i> or <i>scaling</i>: <i>Fall, 2018</i></p> | <p>matters of culturally relevant curriculum and data informed practices.</p> <ul style="list-style-type: none"> • Refine early alert system for instructional faculty to communicate mid-semester progress to students. • Work more closely with faculty to recommend and mentor tutors and supplemental instruction leaders. • Increase direct communication with English faculty to provide more intentional support to students. • Continue to increase embedded tutoring and Supplemental Instruction support in ESOL, English 105, and English 100 sections. • Increase access to tutoring, peer mentoring, and Supplemental Instruction. <p><i>Timeline for implementing next steps: Spring 2020 – 2021</i></p> |
| <p>2. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance 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> |

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| Regional training Technology Other | On campus /individual training Reporting/data | Increase funding for peer mentors, peer tutors. Identification of gateway courses and professional development for faculty to support students in gateway courses. | Lack of financial and human resources to support students with highest needs. Instructional faculty need access to data on students in courses and programs (prior to the beginning of the semester) to be able to offer support for students in the classroom and within their programs. |
| e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. | Place an X next to one: Not occurring Not systematic Planning to scale Scaling in progress At scale | <i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> • <i>Established Math Faculty Community of Practice in which Math Faculty meet every Friday for professional development with counselors and instructional aids to discuss embedded counseling and tutoring as well as other ways to support students in Math classes.</i> • <i>Peer Mentors working with Counselors in COUN 100 courses to introduce students to supports.</i> • <i>Collaboration between Disability Resource Center and The Learning Center to develop and deliver individually customized plans for students most in need of support.</i> • <i>Increased and improved communication between programs (Promise, DRC, TRIO, etc).</i> Term, if at scale or scaling: | <i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> • <i>Develop Student Success Teams strategy through which Instructional and Counseling faculty partner with academic support to proactively support students in gateway courses through a data informed case management system.</i> • <i>Work with faculty to improve processes for reviewing course success rates and using pedagogical approaches to address matters of culturally relevant curriculum and data informed practices.</i> • <i>Establishment of Educational Access Center to support all students and make supports more accessible and less stigmatized.</i> • <i>Identify best practices in tutoring and develop trainings to embed consistent practices into all academic support offerings.</i> • <i>Develop proactive program to provide intervention early on for students who need additional support in order to avoid academic probation.</i> <i>Timeline for implementing next steps:</i> Fall 2020-Spring 2021 |

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|--|---|---|--|--------------------------------|------------|----------------|-------|--|--|---|---|
| <p>2. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | Other | | | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Additional support for student workers to be able to employ more students on campus while also providing more opportunities for students to receive mentorship from near peers.</p> <p>Financial resources for instructional and counseling faculty to support students at lower ratios to be able to support students who have greater needs.</p> <p>Professional development for faculty to support them in identifying specific ways for supporting students who are underprepared or from historically underrepresented and marginalized communities. Specific PD support on helping faculty to help students to create their identity as a students.</p> | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>Instructional faculty do not have access data to know who are the underprepared students and be able to support them more intentionally by providing access to specific supports for their individual needs.</p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | | |
| Regional training | On campus /individual training | | | | | | | | | | |
| Technology | Reporting/data | | | | | | | | | | |
| Other | | | | | | | | | | | |
| <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</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> <ul style="list-style-type: none"> Growth of concurrent enrollment programs at multiple feeder campuses to work with students in most need of support with goal of supporting their enrollment in higher education after high school. Programs are currently serving close to 200 students yearly across multiple high schools Increased dual enrollment sections offered at feeder high schools, including: Math, English, General Education, and CTE. | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Continue to be expand Dual Enrollment programs with focus on pathways as part of our meta majors. Enhance communication and collaboration with curricular alignment between Math and English at the college and the high schools. | | | | | | | | |

| 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>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? | | | | | | | | | | |
| <p>3. KEEPING STUDENTS ON PATH</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 Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Implemented Meta Major Counseling Model in which Counselors are assigned a Meta Major and shared case load of students within the Meta Major to better support students with their individual needs. • Meta Major Counselors have access to semester data detailing student progress. | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Provide progress data to instructional faculty through Student Success Teams so that they may work collaboratively with Counselors to support student progress. • Improve reporting mechanism to be more dynamic so that Counselors have access to real-time data when working with students. • Develop system for communication with students to remind them of deadlines, encourage their progress, and offer support. • Develop technological tool to alert students when a decision will take them off of their educational plan and the impacts in terms of time to completion. <p><i>Timeline for implementing next steps: Fall 2020-Fall 2021</i></p> | | | | | | | |
| <p>3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | Other | | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <i>Spring 2019</i> Adding Advisor role so that there is additional support beyond Counselor to be</p> | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>Instructional faculty need access to data to be able to support students with from an informed perspective of understanding where students are in their program maps, how many courses they have completed,</p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | |
| Regional training | On campus /individual training | | | | | | | | | |
| Technology | Reporting/data | | | | | | | | | |
| Other | | | | | | | | | | |

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| | | <p>able to support students with access to resources, career and job opportunities, etc.</p> <p>Make Assist.org more user friendly so that students, instructional faculty, counselors can use it to support students in understanding their progress.</p> <p>Professional development for faculty to use Assist.org or other resources to use to support students.</p> | <p>etc. so that they can support them in the classroom and with meeting their program requirements in general.</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</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> <ul style="list-style-type: none"> Through the use of Degreeworks, students can see the percentage of their program that they have completed as well as remaining requirements for completion. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Provide progress data to instructional faculty through Student Success Teams so that they may work collaboratively with Counselors to support student progress and to encourage students to complete Comprehensive Student Educational Plans. Integration with Constituent Relationship Management System (CRM) will make timely data more available to Counselors. <p><i>Timeline for implementing next steps: Fall 2020-2021</i></p> |
| <p>3. b. Support Needed? <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>Technology Reporting/data</p> <p>Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Make Assist.org more user friendly so that students, instructional faculty, counselors can use it to support students in understanding their progress.</p> <p>Develop (or purchase) new technological tool to easily show students their progress along their guided pathway.</p> | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>Current technology does not support this and even with upgrade to the Salesforce CRM, instructional faculty will still not have access to support students in the classroom with resources and guidance relevant to their progress towards degree and transfer.</p> |
| <p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring</p> | <p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> Counseling and Instructional Faculty have worked to develop | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Implementation of CRM will include robust early alert system. |

| | | | | | | | | | | | |
|--|---|--|--|-------------------|--------------------------------|------------|----------------|-------|--|--|---|
| <p>supports in place to intervene in ways that help students get back on track.</p> | <p>Not systematic Planning to scale Scaling in progress At scale</p> | <p>early alerts that will be incorporated into technology upgrade.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p><i>Timeline for implementing next steps:</i> Fall 2020</p> | | | | | | | | |
| <p>3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | Other | | <p><i>Support Needed – Detail: (1,000 character)</i> Make Assist.org more user friendly so that students, instructional faculty, counselors can use it to support students in understanding their progress.</p> <p>Develop (or purchase) new technological tool to easily show students their progress along their guided pathway.</p> | <p><i>Challenge or barrier: (1,000 character)</i> Student Success Teams need to fund instructional faculty role and provide instructional faculty with access to data to be able to support students with an alternative plan if they fall off of their program plan.</p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | | |
| Regional training | On campus /individual training | | | | | | | | | | |
| Technology | Reporting/data | | | | | | | | | | |
| Other | | | | | | | | | | | |
| <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></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <i>Counselors discuss options with students to inform them of their options and identify potential alternatives, but this practice is not systematic across programs at this point.</i> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <i>Collaborate with impacted programs to establish process to support students who are not admitted.</i> <p><i>Timeline for implementing next steps:</i> Fall 2020</p> | | | | | | | | |
| <p>3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | Other | | <p>Expand Baccalaureate offerings in CCC system to create additional degree offerings within the CCC system in some of the most limited access programs to support more opportunities for high demand programs with high career opportunities.</p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | | |
| Regional training | On campus /individual training | | | | | | | | | | |
| Technology | Reporting/data | | | | | | | | | | |
| Other | | | | | | | | | | | |
| <p>e. The college schedules courses to ensure students can take the courses they need</p> | <p><i>Place an X next to one:</i></p> | <p><i>Progress to date: (2,500 character)</i></p> | <p><i>Next steps: (1,000 character)</i></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 |
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| <p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? | | | |
| <p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Completed skills assessment with instructional faculty to identify skills needed for students to succeed in various disciplines and working to align program maps so that students are developing skills through core required and general education courses. • PSLOs exist for all degrees and certificates. Those for CTE programs have career focused outcomes but most non-CTE programs do not. <p><i>Term, if at scale or scaling:</i></p> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Continue to work with faculty to identify skills needed for students to succeed in their relative disciplines and careers. • Increased coordination between Job Placement Coordinators and Instructional Faculty to understand career related skills. • Continue to build program maps to address skills development through Core Required Courses, GE Courses, and opportunities on campus. <p><i>Timeline for implementing next steps: Spring 2020-Spring 2021</i></p> |
| <p>4. a. Support Needed? <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 Technology Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i> Align program learning outcomes with updated curriculum system.</p> | <p><i>Challenge or barrier: (1,000 character)</i> Collaboration between career and workforce development with instructional faculty to identify skills and outcomes to</p> |

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| | | <p>Availability of data to compare program learning outcomes with those from similar programs at other colleges.</p> <p>Support for SLO coordinators to design and implement PD on campus to support faculty in developing PSLOs that are focused on preparing students for next steps.</p> | <p>further success in further education and employment.</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>Place an X next to one:</p> <p>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> <ul style="list-style-type: none"> • <i>Center for Transformative Teaching and Learning works to identify best practices and ways to engage students in active learning and workshops are facilitated at Flex events throughout the semester, but otherwise this is not systematic.</i> • <i>Developed a series of GE courses contextualized to the interdisciplinary theme of sustainability. Faculty teaching courses work together to connect curriculum across disciplines as well as to campus events.</i> • <i>Design Team along with GE inquiry team and curriculum committee are working to identify courses that are introductory for each of the Meta Majors and programs in an effort to identify and incorporate skills, pedagogies, best practices, and engagement techniques to support student success.</i> • <i>Surveyed faculty on skills and “ways of knowing” incorporated into courses.</i> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Form GE subcommittee of Curriculum Committee to identify which GE courses are foundational. • Continue to expand Thematic GE offerings to scale to additional themes and additional courses. • Working to develop more robust program maps based on survey of skills and ways of knowing incorporated in classes. • Connect campus professional development activities to identified needs of students. • Use ePortfolio as a mechanism for students to capture, articulate, and show evidence of their learning for self-reflection, transfer, and job placement. <p><i>Timeline for implementing next steps: Spring 2020-Spring 2021</i></p> |

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|--|---|---|---|--------------------------------|------------|----------------|-------|--|--|--|---|
| | | Term, if at scale or scaling: Fall 2020 | | | | | | | | | |
| <p>4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | Other | | | <p><i>Support Needed – Detail: (1,000 character)</i> Funding to support GE coordinator position on campus to develop and manage the implementation of thematic GE.</p> | <p><i>Challenge or barrier: (1,000 character)</i> Professional development is not connected to the work of the Redesign and the changes that we are trying to implement on campus.</p> <p>Lack of data to inform the development and expansion of different High Impact Practices on campus based on the needs of our students.</p> <p>Lack of alignment between student ready efforts, professional development, and data.</p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | | |
| Regional training | On campus /individual training | | | | | | | | | | |
| Technology | Reporting/data | | | | | | | | | | |
| Other | | | | | | | | | | | |
| <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></p> <p>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> <ul style="list-style-type: none"> • Internships, co-ops, clinical placements, service learning, and study abroad opportunities exist within and separate from classes. While these opportunities exist, they are generally not connected to coursework and so many students may not know or have the opportunity to participate in them. • High Impact Practices team was established in Fall 2018 to identify HIPs occurring on campus that can be leveraged to create opportunities for more students. | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Better integrate HIPs into Program Maps. • Increase awareness of and opportunities for students to participate in HIPS on campus and within the community. • Engage more faculty in HIPs on campus. • Create a HIPs Coordinator position on campus to facilitate and manage the various activities. • Work with students through focus groups and surveys to identify their knowledge of and interest in HIPs . <p><i>Timeline for implementing next steps: Spring 2020-Spring 2021</i></p> | | | | | | | | |

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|--|----------------------------------|--|--|
| | | <ul style="list-style-type: none"> Professional development opportunities are provided for faculty and staff to incorporate these practices into their courses and hundreds of faculty have participated. Day of Action has involved over 200 students in Service Learning in Community in addition to service learning that occurs in classes. General Education Work Team has identified the need to incorporate HIPs into GE pathways for students to get real world connection. More than 25 faculty have undergone ePortfolio training and will begin to incorporate ePortfolio assignments and pedagogy into their courses. <p>Term, if at scale or scaling: Fall 2018</p> | |
| <p>4. c. Support Needed? <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 Technology Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i> Statewide database or website to provide opportunities for students across the state.</p> <p>Support for colleges on how to implement HIPs on equitable basis for students who are working or have other responsibilities outside of classes.</p> | <p><i>Challenge or barrier: (1,000 character)</i> Professional development is not connected to the work of the Redesign and the changes that we are trying to implement on campus.</p> <p>Lack of data to inform the development and expansion of different High Impact Practices on campus based on the needs of our students.</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 |
|---|--|--|--|
| | | | Lack of alignment between student ready efforts, professional development, and data. |
| 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. | Place an X next to one: Not occurring Not systematic Planning to scale Scaling in progress At scale | Progress to date: (2,500 character) <ul style="list-style-type: none"> All programs assess Program Learning Outcomes (PSLOs) as part of their Comprehensive Program Review process. Term, if at scale or scaling: | Next steps: (1,000 character) <ul style="list-style-type: none"> Integrate skills development into Program Maps in more intentional and systematic way. Timeline for implementing next steps: Fall 2020 |
| 4. d. Support Needed? <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 Technology Reporting/data Other | | Support Needed – Detail: (1,000 character) Update the curricular policies relating to SLOs to recognize that students do not master skills in one semester, but develop them throughout their course of study and across different semesters. Requiring discreet SLOs for each course is not reflective of the process of learning. | Challenge or barrier: (1,000 character) Faculty do not have access to data to understand who are the majors in their programs to be able to prepare them for their course of study or career. Faculty do not have data to inform them of what classes students have taken previously to know what skills to build upon. |
| e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. | Place an X next to one: Not occurring Not systematic Planning to scale Scaling in progress At scale | Progress to date: (2,500 character) <ul style="list-style-type: none"> Student learning outcomes are assessed and reported annually through the Annual Program Planning Process. Some departments use this information to update programming, but there is not a systematic process across campus. | Next steps: (1,000 character) <ul style="list-style-type: none"> Improved professional development to help faculty and staff engage in reflective practices to strengthen SLO assessment as well as teaching and learning across campus. Timeline for implementing next steps: Spring 2020-2021 |

| 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 |
|--|---|--|--|
| | | Term, if at scale or scaling: 2010 | |
| <p>4. e. Support Needed? <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 Technology Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i> Create capacity for faculty to be able to work together to build assessments and reflect on them. Reducing the length of instructional time but keeping contract lengths the same would allow faculty additional time to work together on professional development related activities that would support students in the classroom.</p> | <p><i>Challenge or barrier: (1,000 character)</i> Faculty do not have access to data to understand who are the majors in their programs to be able to prepare them for their course of study or career. Faculty do not have data to inform them of what classes students have taken previously to know what skills to build upon.</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 Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • LinkedIn Profile Creation is delivered as part of Skyline Colleges comprehensive suite of services where students share their skill development and attainment. Additionally, LinkedIn Learning licenses have been purchased for students and have been integrated into career development workshops where students are expanding skill development and showcasing their newly learned skills while creating increased visibility. • Adoption of ePortfolio software and trainings provided to enable faculty and staff to help | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Ongoing professional development for faculty, staff, and students to incorporate learning into ePortfolio and showcase in LinkedIn Profile. <p><i>Timeline for implementing next steps: Spring 2020-Fall 2021</i></p> |

