



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

Revised February 2019

Institution Name: | **Diablo Valley College** |

Date: | **4/29/19** |

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). 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 spring 2019. 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.

A new addition to the SOAA in fall 2018: 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. The SOAA was recently 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 initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • All programs are organized into five meta-majors. The organization was done with significant input from student focus groups. • Website will present programs to students in meta-major organization structure by FA19. • Meta-major focused student events are scaling and will continue to build. • Levels of “decidedness” were created and defined to help sort students. • Students entering FA19 will be able to indicate a meta-major if they are not yet decided about which specific program they want. <p>Term, if <i>at scale</i> or <i>scaling</i>: FA19 </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Revise orientation, outreach materials, and events to reflect meta-major organization. (SP19, FA19, full-scale in FA20). • Market meta-majors on the website by FA19. • Create structure, materials, and schedule for meta-major events and community building. (Begin SP19, full scale FA20). • 2020-21 Catalog will be organized by meta-major (SP20). • Conduct research and data analytics on student success, differentiating between levels of decidedness and course-taking patterns (FA19, FA20, and ongoing)

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			<i>Timeline for implementing next steps:</i> FA19 and ongoing
<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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> All programs have Program Learning Outcomes and all are aligned with employment and further education. Career Education programs are linked with salary and regional job growth/opportunity information. This information is available on the website. Career Education programs all have advisory groups that provide input to the programs. The college has 26 ADTs that directly link to local CSUs and to other transfer institutions. <p>Term, if <i>at scale</i> or <i>scaling</i>: SP19</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Continue linking career and salary information with educational programs. CE programs have been completed; other programs will be linked in FA19. <p><i>Timeline for implementing next steps:</i> At scale, will continue to improve</p>
<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Career Education disciplines have career/employment information provided by the EMSI Company (SP19). <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Continue linking career and salary information with educational programs. CE programs have been completed; other programs will be linked in FA19 Meta-major team will collaborate with the Career and Transfer Center to indicate common transfer destinations and career options for programs (FA19-SP20).

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			<ul style="list-style-type: none"> • Career Communities Canvas site is under development (FA19-SP21 and ongoing). <p><i>Timeline for implementing next steps:</i> FA19 and ongoing.</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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • All degree programs are clearly mapped and students are able to view programs visually or by semester. Many, but not all, certificates are mapped. <p>Term, if <i>at scale</i> or <i>scaling</i>: SP19</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Review and edit program web pages to include maps, sequences, and milestones (FA19). Keep maps updated to new catalogs (ongoing). • Continue to map certificates (SP19 and ongoing). • Ensure program information is easily accessible on the college website (SP19-FA19). • Conduct an evaluation of the student experience in finding program and course information (SP19 and ongoing). • Research and adopt software for presenting programs and related information (FA19 and ongoing). • Revise website to make meta-majors more prominent (by FA19 and ongoing). • Identify key performance indicators that signal that students need support (FA19). <p><i>Timeline for implementing next steps:</i> FA19 and ongoing</p>

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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>)	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Math pathways showing alignment with meta-majors have been developed and are on the website. This information will be part of the FA19 schedule. Term, if <i>at scale</i> or <i>scaling</i> : SP19	<i>Next steps:</i> <ul style="list-style-type: none"> Work on integration of recommended math sequences with meta-majors and programs (FA19) Review math pathways with students and revise/improve as needed. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> FA19 and ongoing.

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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><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:</i></p> <ul style="list-style-type: none"> Discussions are happening but no solid plans are in place. The Completion Team Design Team, the Meta-Major Design Team, and the Entry Design Team are working on brainstorming. First Year Experience (FYE) cohorts will be offered in each meta-major in FA19. Not every incoming student will be part of an FYE. Learning communities provide these functions to a small group of students. Welcome Day is expanding to additional dates and is incorporating meta-majors. The completion of Educational Plans by students are incentivized by giving students priority registration. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Design Teams will continue to plan (SP19-ongoing). Assess equity categories and majors/career outcomes (FA19-SP20). Rewrite COUNS-95 for greater effectiveness. Consider making it a requirement for degree/certificate seeking students, making it non-credit, tying it to meta-majors, and other options (SP19-FA19). If changes to curriculum are decided to be justified, begin the curriculum revision process FA19. Continue to discuss if the college should make orientation mandatory or opt-out, depending on the educational goal of each students (FA19). Consider making Welcome Day mandatory or opt-out, with a

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		Term, if <i>at scale</i> or <i>scaling</i> :	student's date assigned at registration (FA19). <i>Timeline for implementing next steps:</i> • SP19 and ongoing.
<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>	<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><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Programs have identified “take first” courses that they recommend as introductory courses. These serve as a gateway introduction to disciplines and are courses well suited to new students. • There is support for student success in science courses through MESA and STEM Supplemental Instruction. • Options for support for reading and writing across the disciplines have been discussed. A Reading and Writing Across the Curriculum faculty lead has been hired and is beginning work on this issue (SP19). <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Design Team leads to host discussions within meta-majors to identify gateway/gatekeeper/milestone courses through an examination of data (SP19-FA19). • Expand the Reading and Writing Across the Curriculum program into the meta-majors. • Identify key performance indicators which signal that students need support (FA19). • Working with the Tutoring Advisory Committee and the tutoring faculty lead, develop targeted delivery for tutoring and supplemental instruction (FA19). <p><i>Timeline for implementing next steps:</i> • FA19 and ongoing </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</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Math and English courses have developed co-requisite support 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Evaluate and refine implementation of the co-requisite support courses (SP20 and ongoing).

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<p>their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>X Scaling in progress <input type="checkbox"/> At scale</p>	<p>courses for transfer-level courses that will begin in FA19.</p> <ul style="list-style-type: none"> • MESA program and tutoring provide supports. • <p>Term, if <i>at scale</i> or <i>scaling</i>: FA19 </p>	<ul style="list-style-type: none"> • Assessing and developing department based professional development for instructions teaching co-requisite support courses (FA19 and ongoing). <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • (FA19 and ongoing)
<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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale X Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Math and English courses have developed co-requisite support courses for transfer-level courses that will begin in FA19. • Tutoring provides support. <p>Term, if <i>at scale</i> or <i>scaling</i>: FA19 </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Evaluate and refine implementation of the co-requisite support courses (SP20 and ongoing). • Assessing and developing department based professional development for instructions teaching co-requisite support courses (FA19 and ongoing). <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • (FA19 and ongoing)
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><input type="checkbox"/> Not occurring X 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:</i></p> <ul style="list-style-type: none"> • Students whose multiple measures assessment indicates support is needed are required to take a co-requisite support course in math and English, beginning in FA19. • Starfish is currently being piloted to serve as a tool for student engagement and support. • Learning communities have practices (progress reports, etc.) that provide 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Complete pilot of Starfish and expand to all students (FA19 and ongoing). • Assess and revise AB705 based changes to math and English (SP20 and ongoing). • Completion Team planning is occurring. As part of the development of the Completion Team model, students in need of high touch interventions and

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		<p>intensive student support and intervention. </p> <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p>markers for these students will be developed (FA19 ongoing).</p> <ul style="list-style-type: none"> The role of retention specialist will be examined and possibly expanded by meta-major for each Completion Team (FA19 and ongoing). <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> FA19 and ongoing
<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><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Outreach currently visits local high schools to advertise the college and programs. They focus on specific schools that have significant populations of underrepresented students. Existing pilot of office hours being held at high schools. Career Education has mapped pathways from high schools for CE disciplines. Articulation agreements exist with area high schools and Adult Education schools. Dual enrollment programs prepare students for college-level work, i.e. College Now and the College Connect program. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Conduct research on how many entering students experienced our high school outreach efforts (FA19 and ongoing). Continue outreach programs and evaluate for expansion (FA19 and ongoing). Create sets of explanatory meta-major materials for potential students that target those in high school, adult education, and other specific audiences (SP19). Consider breaking outreach meetings by audience, i.e. separate meetings for those straight from high school and those who are at least 10 years out of high school. Create a plan and systems to capture and coordinate outreach efforts (FA19 and ongoing).

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			<ul style="list-style-type: none"> • Create and improve links to existing high school academies (FA19 and ongoing). <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • S19 and ongoing.

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<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> <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:</i></p> <ul style="list-style-type: none"> • This occurs at times with different special populations and particular programs (e.g. Dental Hygiene) but it is not done systematically. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Identify who will be responsible for monitoring students in each program and discuss workload and compensation issues on this issue. • Identify and implement the technology needed to track students' progress in their programs and expand the pilot of Starfish to be used with all students. • Identify the outreach/outcome communication loop, and determine who is involved at each step. • Completion Team planning is occurring. As part of the development of the completion team model, students in need of high touch interventions and markers for these students will be developed (SP19 and ongoing). <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • FA19 and ongoing

<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><input checked="" 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:</i></p> <ul style="list-style-type: none"> The Progress tab in Student Planning is not accurate in that it doesn't include courses from other colleges, doesn't allow for changing of general education patterns, and is not integrated with ASSIST. Counselors specifically deter students from using it. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Discuss with the Dean of Counseling and Enrollment services as well as with District IT to identify what the next steps are to fix these issues. District-wide Guided Pathways Technology Committee to take up this issue soon. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> SP19 - ongoing
<p>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.</p>	<p><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:</i></p> <ul style="list-style-type: none"> The Athletic Department is currently piloting the Starfish Early Alert system with athletes, as are faculty teaching in the First Year Experience program with the students in FYE. EOPS Counselors get progress reports filled out by faculty about students and they have multiple meetings with students each semester. Several other programs use progress reports as well, College Now and Year Up for examples. Umoja students in the learning community courses receive progress reports from faculty on their class progress but not for program plans. Many supports are in place for students for academic and personal needs (Tutoring, Financial Aid, Emergency Loan, Scholarships, and the Food Pantry). <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Expand the Starfish pilot to include all students and the Completion Teams (FA19). Demonstrate Starfish for the Guided Pathways Steering Team (SP19). Develop a human resources plan for increasing retention and success specialist capacity (SP19-FA19). Explore technology products for student progress evaluation and contact, in consultation with District-wide Guided Pathways Technology Committee. Completion Team planning is occurring. As part of the development of the Completion Team model, students in need of high touch interventions and markers for these students will be developed (SP19 and ongoing). <p><i>Timeline for implementing next steps:</i></p>

<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><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:</i></p> <ul style="list-style-type: none"> Occurs in counseling appointments; based on individual counselor/student interactions. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<ul style="list-style-type: none"> SP19 and ongoing <p><i>Next steps:</i></p> <ul style="list-style-type: none"> Discuss topic at Counseling Department meeting and determine if a process/protocol needs to be developed. Perhaps develop materials to explain fields related to their original interest that they did not previously consider. For example, a student who originally interested in nursing may also be interested in becoming a clinical lab technician. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> SP19
<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><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:</i></p> <ul style="list-style-type: none"> All degrees have created four semester maps, which show students how they can complete them in that time. Discussion in progress in Academic Senate Scheduling Committee to improve scheduling. Conversations occurring at the Meta-Major Design Team about planning the schedule for a year (vs. a semester at a time). This spring, information about courses planned for the next two years by each department is being collected. This is a necessary first step to developing a year-long schedule. Collaborative scheduling occurs between some linked programs, 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Continue discussions at the Scheduling Committee and in the Guided Pathways Steering Team and Design Teams about this possibility, including a discussion of the pros/cons of a one-year schedule (SP19 and ongoing). Continue compiling and updating the documents which list when courses are planned to be offered. Make the documents publically available to students on the website (SP19 and ongoing). Take existing four semester sequence maps and create part-time variations for students who are not full time (FA19).

		<p>for example between chemistry and physics.</p> <ul style="list-style-type: none"> • Some programs on campus schedule classes for one or two years. For example, Pace and Year Up. <p>Term, if <i>at scale</i> or <i>scaling</i>: []</p>	<ul style="list-style-type: none"> • Share the existing policy about impacted courses and priority registration with faculty and students. That way the policy can be used more often (FA19). <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • SP19 and ongoing
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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 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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • All programs have learning outcomes on a regular assessment schedule. <p>Term, if <i>at scale</i> or <i>scaling</i>: SP15</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue to update and assess. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Ongoing
<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>	<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><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Some courses and instructors use these practices, but not all. • CCSSE data also shows that the college needs to facilitate conversations around effective instruction practices. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue to provide professional development opportunities for faculty to improve their teaching practices. • Begin meta-major based conversations on this subject. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • FA19 and ongoing

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<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><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:</i></p> <ul style="list-style-type: none"> Work Experience is expanding and includes discipline-specific internships. The Work Experience curriculum intentionally incorporates instruction in communication skills and training in the development of a growth mindset. The Social Justice program specifically incorporates service and experiential learning into its degree. Many courses use group projects and experiential learning activities. Many science courses include labs which allow students to directly apply the material. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Expand communication about Work Experience classes to faculty and students to increase participation (FA19). Completion of the Career Community Canvas sites by meta-major will create a new communication method to inform students of these opportunities. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> FA19 and ongoing
<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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> All programs have program learning outcomes on a regular schedule of assessment. All courses have student learning outcomes on a regular assessment schedule. <p>Term, if <i>at scale</i> or <i>scaling</i>: SP15 </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Continue to update and assess. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none">

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<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>	<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><i>Progress to date:</i></p> <ul style="list-style-type: none"> Learning outcome assessment results are automatically sent to faculty at the start of each term and always available to view. Some departments hold workshops and trainings geared towards assessing and using SLO assessments. This is not a required or universal practice. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> The Student Learning Outcome Committee will continue to look at best practices and shares that information with faculty. Professional development about assessment and use of student learning outcomes will continue. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> FA19 and ongoing
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<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><i>Progress to date:</i></p> <ul style="list-style-type: none"> Some courses incorporate portfolios and other assignments that document learning and skills. This is not a required or universal practice. Workshops for faculty on the topic are occurring with increasing frequency (2 or 3 in a semester). Career and counseling courses include information about portfolios, resumes, as well as job search strategies. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Not part of current plan. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Not part of current plan.

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<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>X 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:</i></p> <ul style="list-style-type: none"> The college has conducted the CCSSE in spring 2019, 2016, and 2014. Some professional development workshops using the CCSSE results have been scheduled but no targeted professional development is occurring. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Once the spring 2019 CCSSE results are received, the Faculty Development Committee and the Research, Planning, and Evaluation Committee will organize workshops on understanding and evaluating the data. They will create targeted professional development as needed (FA19 ongoing). <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> FA19 and ongoing