



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

Revised December 11, 2019

Institution Name: | Ventura College |

Date: | 12/12/2019 |

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](mailto: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><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p>			
<p><b>Equity Considerations in Area 1:</b></p> <ul style="list-style-type: none"> <li>• Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>• How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?</li> <li>• How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?</li> </ul>			
<p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><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>	<p>Progress to date:</p> <ul style="list-style-type: none"> <li>• VC has identified eight (8) discipline clusters that are still in the process of being vetted by the campus.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Obtain approval from constituency groups on cluster composition</li> <li>• Name clusters</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• To be completed by Fall 2020</li> </ul>
<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><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>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• Career education programs have worked with high schools on articulation.</li> <li>• Dual enrollment at high schools conversations have begun to link career education pathways.</li> <li>• Career Education Programs are aligned with industry needs.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Align students to pathways from middle school through high school, community college and on to transfer institutions and/or careers.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• To be completed by Fall 2022</li> </ul>

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		Term, if <i>at scale</i> or <i>scaling</i> :	
c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.	<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	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Some programs currently provide career information on department website, and other marketing materials</li> <li>Previously, gainful employment was reported for our career education programs as required</li> </ul> Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Redesigning Districtwide and college web pages.</li> <li>Include cluster and specific career information on web as college is working to redesign site.</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>To be completed by Fall 2020</li> </ul>
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.	<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	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>GPW Stewards are working with faculty to apply VC course sequences to the Program Map Templates</li> </ul> Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> <li>To have all departments map course sequences onto Program Map Templates.</li> <li>Exploring technology to incorporate program maps on our webpages.</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>To be completed by Spring 2020</li> </ul>
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> <ul style="list-style-type: none"> <li>Math class pathways outlined for students for the following fields of study: <ul style="list-style-type: none"> <li>Arts &amp; Humanities</li> <li>Social and Health Sciences</li> </ul> </li> </ul>	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Rolling it out to students</li> <li>Marketing pathways</li> <li>Create online self-guided placement</li> <li>Evaluate and collect student success data</li> </ul>

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		<ul style="list-style-type: none"> <li>○ Teaching/Liberal Studies</li> <li>○ Bus/STEM</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>● Initial implementation Fall 2019 with online guided placement and evaluation to begin spring 2020</li> </ul>

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<p><b>Equity Considerations in Area 2:</b></p> <ul style="list-style-type: none"> <li>Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?</li> <li>For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?</li> <li>Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?</li> </ul>			
<p><b>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b></p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p> <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>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>The Counseling department has made enhancements to their Group Counseling Sessions for new students. The sessions are now themed and will correlate with our Guided Pathway clusters once adopted.</li> <li>Ventura College has increased opportunities for student to explore career and major interests through venues such as formal career assessments, increased career and student success courses, and the First Year Experience (FYE) program.</li> <li>FYE includes a Parent Orientation component to help parents understand how to support their students transition to college.</li> <li>Several of the VC Counselors and student services classified professionals were certified in the Meyers-Briggs Type Indicator.</li> <li>Conversations among Math, English, and Student Services are ongoing relative to effective AB 705 implementation and messaging.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Pilot all new students taking COUN class with career assessment/ exploration and study skills best practices.</li> <li>Develop new systems in Banner regarding access/retrieval of student HS GPA/placement data.</li> <li>Student Information System: Use Star Fish as a stop gap as we develop new systems in Banner to provide Counselors streamlined access to student info (HS GPA/placement status, etc.).</li> <li>Assessment of Student Success courses and sharing of this data.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>To be completed Fall 2019</li> </ul>

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<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</p>	<p> <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>Progress to date:</p> <ul style="list-style-type: none"> <li>English and Math faculty have made significant strides to comply with AB705 and streamline pathways for student success into transfer level courses</li> <li>Priority registration available for FYE students who fulfill key components in their first year</li> <li>Tutoring exists to support transfer-level math and English courses</li> <li>Students encouraged to take math and English in their first year, laying strong foundation for success in Gateway GE courses</li> <li>Student Success course offerings increased (COUN V01, V02, V03, V04, and EAC V01) as part of pilot for priority registration plus for those students recommended to take as support for English 1A</li> <li>Math “J” courses for just in time support</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Communication and clarification of clear English, ESL, and Math Flowcharts</li> <li>Align ESL courses to support student transition to transfer-level English</li> <li>Identify current GE Gateway courses (IR)</li> <li>Ensure that sufficient tutoring is available to support students in Gateway courses</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>To be completed Fall 2020</li> </ul>

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<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<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"> <li>• Same as b in this section</li> <li>• Students with lower HS GPAs encouraged to take fully F2F English classes, support courses (study skills or counseling for English and “J” classes for math)</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Same as b in this section</li> <li>• Create guidance sheet for Counselors regarding support options for English and math</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• To be completed Fall 2020 (some to be completed by Fall 2019)</li> </ul>
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<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"> <li>• Same as b in this section</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Same as b in this section</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <p>To be completed Fall 2020</p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</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"> <li>• Same as a and b in this section</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Same as b in this section</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <p>To be completed Fall 2020</p>

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<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  <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"> <li>• Career education programs continue to work with high schools on course articulation to provide students with college credits prior to matriculation.</li> <li>• Outreach has expanded dual enrollment efforts to link career education pathways for pre-college aged students.</li> <li>• Guided placement for transferable math courses incorporates student career and program plans.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Align students to pathways from middle school through high school, community college and on to transfer institutions and/or careers.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• To be completed by Fall 2022</li> </ul>

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<p><b>Equity Considerations in Area 3:</b></p> <ul style="list-style-type: none"> <li>• How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</li> <li>• How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> <li>• How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <li>• How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?</li> </ul>			
<p><b>3. KEEPING STUDENTS ON PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<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"> <li>• Each academic counselor has been assigned to be a liaison to 2 groups of majors (currently called themes) with the purposes of serving as a point of contact for departmental faculty.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Explore assigning students by major to counselors or group of counselors to ensure consistency of information and a direct connection to counseling for each student.</li> <li>• Work with discipline faculty in specific first semester major classes to develop an intentional counseling visit to the class with follow up comprehensive education plan development.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• To be completed by Fall 2022</li> </ul>
<p>b. Students can easily see how far they have come and what they need to do to complete their 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"> <li>• Degree audit system is in place (DegreeWorks)</li> <li>• District and campus staff have been identified to provide maintenance and updates of program.</li> <li>• Intentional progress checks with specific career education majors.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Marketing of DegreeWorks to increase awareness to all students. Also, need to ensure accuracy of information for degree audits. Need to increase courses from other campuses to appear in major. Explore incorporating C-ID course into degree audit feature. Include</li> </ul>

			<p>recommendation to incorporate into course syllabi</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>To be completed by Fall 2022</li> </ul>
<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>	<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> <p><i>District wide meetings currently taking place to develop and implement Starfish Early Alert. Current plan is to pilot in Fall 2019 and fully implement in Spring 2020.</i></p> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Implement Starfish Early Alert for students.</li> <li>Promote Starfish Early Alert to instructional faculty to increase usage.</li> <li>Pilot triage services to support students identified through Starfish Early Alert mechanisms (and perhaps Pirates Cove).</li> <li>Increase awareness of campus resources to all students such as Basic Needs (Food Pantry/CalFRESH/Housing), CalWORKs, Financial Aid, EOPS, EAC, Foundation (scholarships).</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Starfish Early Alert to be completed by Spring 2020</li> <li>Increase of campus awareness of support services is ongoing.</li> </ul>
<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>	<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"> <li>Career Development Center is in process of increasing services and outreach to students to assist students with career exploration and development.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Career development center is exploring additional resources for career and major exploration such as College Road Trip, increasing career related workshops for students (exploring major talks/resume/interviewing etc.)</li> </ul> <p><i>Timeline for implementing next steps:</i></p>

			To be completed by Spring 2020
<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"> <li>• Intentional and informed scheduling</li> <li>• Some departments have developed 2-year course cycle.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Departments examine design of course offerings for 2-year rolling plan.</li> <li>• Explore formation of task force to address issues surrounding part-time/evening students to increase successful completion of student goals.</li> <li>• Increase on campus in reach to financial aid students to inform them of amount of Pell eligibility (for example, exploration of a systematic process to notify students once they have utilized a designated percentage of Pell grant.)</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>•    </li> </ul>

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<p><b>Equity Considerations in Area 4:</b></p> <ul style="list-style-type: none"> <li>• How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>• As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?</li> <li>• What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?</li> <li>• Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?</li> </ul>			
<p><b>4. ENSURING THAT STUDENTS ARE LEARNING</b></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> <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"> <li>• Career education programs align outcomes with industry and employment outcomes.</li> <li>• Career education programs offer industry related internships in partnership with Career Center.</li> <li>• General education programs align outcomes with career soft skills: <ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Scientific and quantitative reasoning</li> <li>○ Critical thinking</li> <li>○ Information literacy</li> <li>○ Personal/community awareness and academic/career responsibilities</li> </ul> </li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: [Spring 2017]</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Align new programs with learning outcomes for success in education and employment.</li> <li>• Expand experiential learning and/or internship opportunities to benefit more general education programs.</li> <li>• Explore methods to more effectively communicate internship and experiential learning opportunities to students</li> <li>• Obtain and analyze data that illustrates current utilization and employ this to increase opportunities for underrepresented students to participate in program-relevant active and experiential learning opportunities, including internships.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

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<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> <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>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• General education programs align outcomes with career soft skills and are accomplished by engaging students in active and applied learning:             <ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Scientific and quantitative reasoning</li> <li>○ Critical thinking</li> <li>○ Information literacy</li> <li>○ Personal/community awareness and academic/career responsibilities</li> </ul> </li> <li>• All courses are mapped to one or more GE/ISLO for ongoing assessment.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Expand opportunities for instructional and counseling faculty to critically examine their role in advancing equity-minded teaching and advising practices at the college             <ul style="list-style-type: none"> <li>○ Examples may include critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection.</li> </ul> </li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>•   Ongoing  </li> </ul>
<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"> <li>• Career Development Center services have been expanded and moved into a new and more prominent space in the Student Services Center.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Expand internship opportunities</li> <li>• Expand use of career exploration software</li> <li>• Further empower faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Internship opportunities have been expanded in career education programs.</li> <li>• For Career Education, this is incorporated into the ISLOs/GE outcomes, and all courses link to one or more of them, with ongoing assessments.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>•  Ongoing  </li> </ul>
<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>	<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"> <li>• VC has a comprehensive process for the assessment of SLOs at course, program, and institutional level. Evaluation of student outcome successes occurs systematically.</li> <li>• CTE Outcome Survey takes place annually</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2016</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Identify capstone courses within programs and analyze assessment results of student learning outcomes for these courses.</li> <li>• Include additional measures to assess student performance at a disaggregated level</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>•  Ongoing  </li> </ul>
<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 type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• VC has a comprehensive process for the assessment of SLOs at course, program, and institutional level-the results of which are embedded in the program review process.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>•  Develop and institutionalize systematic processes for programs to receive guidance and training on how to utilize and interpret data to identify needs for further professional learning</li> </ul>

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		<ul style="list-style-type: none"> <li>Scaling of professional development and other intentional campus efforts varies across programs.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2016</p>	<ul style="list-style-type: none"> <li>Provide professional learning as identified  </li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Ongoing  </li> </ul>
<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"> <li>VC utilizes portfolios and digital badges to convey student learning in select programs.</li> <li>Career Center offers social media portfolio advising.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Develop learning opportunities for faculty to incorporate portfolio and project based assignments.</li> <li>Create plans to acquire software or use free software that prepare students for the workplace.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Ongoing  </li> </ul>
<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>	<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"> <li>VC assesses educational effectiveness through multiple means including CCSSEE.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Professional development committee to review results of assessment data to inform professional development activities for faculty.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>To be completed by 2020</li> </ul>