

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

Revised December 12, 2019

Institution Name: | Ventura College |

Date: | 11/12/2021 |

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><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>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 type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> • VC has identified six (6) discipline clusters called Career and Major Communities that have been vetted by the campus. • All programs and degrees have been organized and mapped to at least one Career and Major Community. • Career and Major Communities are readily accessible via update college website. • These have been widely marketed by district to students and community via social media, press release and emails. <p>Term, if <i>at scale</i> or <i>scaling</i>: [Fall 2021]</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • A campus-wide student-led student-survey is being considered related to “branding” of Career and Major Communities. • Continue to explore equitable ways to market Career and Major Community information, in addition to what is available on the website by working with ASVC, Ventura College Marketing and Outreach and District Marketing. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • ONGOING

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>b. 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"> • Program Mapper has been implemented with several links on Ventura College website. • Program Mapper has been introduced and marketed to campus community via press release, social media, email, and stakeholder meetings such as Ventura College high-school counselor conference. • Career education programs continue to work with high schools on articulation. • Conversations amongst Ventura College personnel and high schools, especially with regards to Dual Enrollment continue to link career education pathways. • Career Education Programs are aligned with industry needs. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021 </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Align students to pathways from middle school through high school, community college and on to transfer institutions and/or careers. • Investigate best ways to market Program Mapper to inform students about program cost, financial cost, and economic benefits of program completion. • Investigate programs to enhance transferability of students grounded in equity per equity consideration bullet point # 2 above. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • ONGOING
<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 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"> • Program Mapper implemented displaying detailed information on employment and further education opportunities. • District & college webpages redesigned with ongoing updates to include this information. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Review each program website to provide supplementary information as needed related to employment and further educational opportunities as it pertains to Equity Consideration bullet point #3 above.

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
		<ul style="list-style-type: none"> Career programs currently provide career information on department website, and within other marketing materials <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021 </p>	<ul style="list-style-type: none"> Investigate efficacy of adding videos to specific department websites to provide such information. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ONGOING
<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>	<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"> Program Mapper has been implemented and will continue to be marketed to the campus community. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021 </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Develop plan to ensure program maps are updated and reviewed annually. Ensure it is clear which Math and English classes students are placed in based on the Multiple Measure tool. This aligns with Equity Con. #1 above <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> To be completed by Spring 2022
<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>	<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"> Math courses have been built into program maps. Math class pathways outlined for students for the following fields of study: <ul style="list-style-type: none"> Arts & Humanities Social and Health Sciences Teaching/Liberal Studies Bus/STEM 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Update and refine online self-guided placement tool to provide students and counselors with placement information including options for taking support courses for math per AB705 requirements. Information regarding Math courses, support courses and success strategies on Ventura College Assessment/Math website per equity consideration bullet #1 above.

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 <i>at scale</i> or <i>scaling</i> : [Fall 2019]	<ul style="list-style-type: none"> • Provide information to students regarding their math and English placement within the updated Student Portal. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • ONGOING

DRAFT

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 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 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"> The Counseling department developed an online Canvas Based new student workshop designed to assist students with selecting first semester courses. The sessions provide information based on Career and Major Communities (Meta-Majors). 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. FYE includes a Parent Orientation component to help parents understand how to support their students transition to college. Several of the VC Counselors and student services classified professionals are certified in the Meyers-Briggs Type Indicator. FYE students take COUN course, which included Career Exploration and study skills best practices. Ventura College Career Center has refined and implemented new career exploration 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Develop consistent process to ensure all new students have a comprehensive education plan via Student Equity and Achievement committee and Student Services/Counseling. Assessment of Student Success courses and sharing of this data college wide. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> To be completed Spring 2022

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
		tools via college website and in-class presentations. Term, if <i>at scale</i> or <i>scaling</i> : Spring 2021	
b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas .	<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	Progress to date: <ul style="list-style-type: none"> English and Math faculty have made significant strides to comply with AB705 and streamline pathways for student success into transfer level courses Priority registration available for FYE students who fulfill key components in their first year Tutoring exists to support transfer-level math and English courses Students encouraged to take math and English in their first year, laying strong foundation for success in Gateway GE courses 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 Aligned ESL courses to support student transition to transfer-level English English 1A piloting courses with assignments and readings based on one of the 6 Career and Major Communities Term, if <i>at scale</i> or <i>scaling</i> : Fall 2021	<i>Next steps:</i> <ul style="list-style-type: none"> Identify current GE Gateway courses (IR) Ensure that sufficient tutoring is available to support students in Gateway courses Implement MyPath to help student identify relevant support services <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> ONGOING with above to be completed Fall 2022

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>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>	<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"> • First-level transfer math course have co-requisite support courses available • Math department has developed Noncredit course for Math skills • Math department has developed and is offering low to no-cost math platforms • Co-requisite support courses to support students in first-level transfer math courses • Culturally Relevant Statistics Model was developed and training provided by two Statistics Instructors to offer to all stats instructors. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021 </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Ensure that all co-requisite support courses in math have integrated or embedded tutors • Review data and adjust as needed to maximize student success <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 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>	<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"> • Super-supported English 1A curriculum and Canvas modules developed and implemented • English 1A piloting courses with assignments and readings based on one of the 6 Career and Major Communities <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021 </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Expand use of the super-supported model by providing faculty training • Review data on students in super-supported sections; compare results; adjust as needed to maximize student success

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
			<i>Timeline for implementing next steps:</i> ONGOING
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<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"> • First-level transfer math course have co-requisite support courses • Piloting embedded tutoring in math corequisite support courses • Super-supported English 1A curriculum and Canvas modules developed and implemented • Created guidance sheet for Counselors regarding math and English core course and support options Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> • Ensure that all co-requisite support courses in math have integrated or embedded tutors • Expand use of the super-supported model by providing faculty training • Review data on students in super-supported English and co-requisite support Math sections; compare results; adjust as needed to maximize student success • Investigate use of non-credit open-entry self-paced courses that are competency based to prepare students for courses one level below transfer in English and Math. • Investigate short-term bridge courses for college level English and Math courses. <i>Timeline for implementing next steps:</i> ONGOING, with above to be implemented by Fall 2022.

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>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 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"> • Career education programs continue to work with high schools on course articulation to provide students with college credits prior to matriculation. • Outreach has expanded dual enrollment efforts to link career education pathways for pre-college aged students. • Guided placement for transferable math courses incorporates student career and program plans. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Align students to pathways from middle school through high school, community college and on to transfer institutions and/or careers. • Share the placement data with feeder high schools via outreach process and Counselor Exchange meetings to inform students and high school partners how placement is made. Also, provide information regarding the math options and how they are taught to get them more mentally prepared for Transfer level math and English. Partner with outreach and counseling on this effort to ensure this is happening when

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>engaging with feeder high schools.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • ONGOING with the above to be completed by Fall 2022

DRAFT

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>	<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"> • Each academic counselor has been assigned to be a liaison to majors within each Career and Major Community with the purposes of serving as a point of contact for departmental faculty, increasing student consistency and providing an academic counselor point of contact for the campus community. • Working with college institutional effectiveness to determine new students who have not developed a comprehensive education plan. Will use this data to develop strategy to increase the number of students with a comprehensive education plan. • Data to be provided regarding student progress via Starfish Connect. Due to reliance on District Information Technology staff, this has not yet been achieved. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Investigate efficacy of assigning students by major or Career and Major Community to counselors or designated group of counselors via Starfish Connect to ensure consistency of information and a direct connection to counseling for each student. • 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. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • To be completed by Fall 2022

<p>b. Students can easily see how far they have come and what they need to do to complete their program.</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"> • Degree audit system is in place (DegreeWorks) • District and campus staff have been identified to provide maintenance and updates of program. • Intentional progress checks with specific career education majors. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • District has contracted with organization to maximize Banner to ensure that external coursework is available via DegreeWorks. This is in the beginning stages and will take time, but will increase the capability of the college to award degrees and certificates to students. • Marketing of DegreeWorks to increase awareness to all students. Such as including statement in course syllabi. • Ensure accuracy of information for degree audits. • Increase courses from other campuses to appear in major. • Continue incorporating C-ID course into degree audit feature. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 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 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> <p>District wide meeting held in Spring 2021 took place regarding Starfish Early Alert. Recommendations were made by Guided Pathways Committee to increase utilization of Starfish Early Alert.</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"> • Establish Starfish Early Alert Work Group with Faculty and Classified Professionals to maximize use. • Promote Starfish Early Alert to instructional faculty to increase usage. • Increase awareness of campus resources to all students such as Basic Needs (Food Pantry/CalFRESH/Housing), CalWORKs, Financial Aid, EOPS, EAC, Foundation (scholarships). <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 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"> • Career Development Center is in process of increasing services and outreach to students to assist students with career exploration and development. • Career development center has added additional resources for career and major exploration such as College Road Trip, increasing career related workshops for students (exploring major talks/resume/interviewing etc.) <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<ul style="list-style-type: none"> • ONGOING <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Investigate formation of Career Center Committee with broad campus representation. • Explore effective way to communicate options for students in similar majors/careers for limited access majors such as Nursing and Paramedics. <p><i>Timeline for implementing next steps:</i> Ongoing.</p>
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p> <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"> • Intentional and informed scheduling • Some departments have developed 2-year course cycle. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Departments examine design of course offerings for 2-year rolling plan for full-time students and 3-year plan for part-time students • Explore formation of task force to address issues surrounding part-time/evening students to increase successful completion of student goals. • 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.) <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none">• Fall 2022
--	--	--	---

DRAFT

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>	<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"> • Career education programs align outcomes with industry and employment outcomes. • Career education programs offer industry related internships in partnership with Career Center. • General education programs align outcomes with career soft skills: <ul style="list-style-type: none"> ○ Communication ○ Scientific and quantitative reasoning ○ Critical thinking ○ Information literacy ○ Personal/community awareness and academic/career responsibilities <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"> • Align new programs with learning outcomes for success in education and employment. • Expand experiential learning and/or internship opportunities to benefit more general education programs. • Explore methods to more effectively communicate internship and experiential learning opportunities to students • 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. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2022

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>b. 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"> 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"> Communication Scientific and quantitative reasoning Critical thinking Information literacy Personal/community awareness and academic/career responsibilities All courses are mapped to one or more GE/ISLO for ongoing assessment. <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 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"> 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. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2022
<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"> Career Development Center services have been expanded and moved into a new and more prominent space in the Student Services Center. Internship opportunities exist in career education programs. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Expand internship opportunities Expand use of career exploration software Further empower faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If <i>Scaling in Progress</i> or <i>At Scale</i> , please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> For Career Education, this is incorporated into the ISLOs/GE outcomes, and all courses link to one or more of them, with ongoing assessments. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<ul style="list-style-type: none"> Professional Learning opportunities for classroom faculty to learn active learning and project based approach to learning. (<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2022
<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"> VC has a comprehensive process for the assessment of SLOs at course, program, and institutional level. Evaluation of student outcome successes occurs systematically. Career Technical Education (CTE) Outcome Survey takes place annually <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"> Identify capstone courses within programs and analyze assessment results of student learning outcomes for these courses. Include additional measures to assess student performance at a disaggregated level Ongoing evaluation of Student Learning Outcome (SLO) and Student Unit Outcome (SUO) process to ensure learning outcomes are current and demonstrating student mastery. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2022
<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"> 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. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Develop and institutionalize systematic processes for programs to receive guidance and training on how to utilize and

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
		<ul style="list-style-type: none"> Scaling of professional development and other intentional campus efforts varies across programs. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2016</p>	<p>interpret data to identify needs for further professional learning</p> <ul style="list-style-type: none"> Provide professional learning as identified <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2022
<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"> VC utilizes portfolios and digital badges to convey student learning in select programs. Career Center offers social media portfolio advising. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Develop learning opportunities for faculty to incorporate portfolio and project based assignments. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2022
<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"> VC assesses educational effectiveness through multiple means including CCSSEE. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Professional development committee to review results of assessment data to inform professional development activities for faculty. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2022

--	--	--	--	--	--	--	--	--	--

Agenda Item	Discussion Notes	Action
1. Resources & Development Opportunities	<ul style="list-style-type: none"> a. Guided Pathway Electronic Toolkit b. Academic Senate for California Community College (ASCCC) <ul style="list-style-type: none"> i. ASCCC Guided Pathway Resources c. Guided Pathways VC Web page d. SCC GP Youtube: https://www.youtube.com/channel/UCJytqjelaigFfTwSqKox0eA e. Career Ladders Guided Pathways page: https://www.careerladdersproject.org/guidedpathways/ f. Upcoming Events: http://bit.ly/gpcentralcoastevents 	
2. Public Comments – 3 mins	<ul style="list-style-type: none"> a. Open 	None.
3. Committee Goals 2021-2022	<p>2021-22 Goals:</p> <ul style="list-style-type: none"> ○ Review and update SOAA ○ Identify ways to support Onboarding efforts at VC ○ Strategic plan for how to most effectively integrate program mapper into website 2.0 ○ Encourage cross functional participation in VC’s cultural and curriculum audit and review (CCAR) 	
4. Report Outs:	<ul style="list-style-type: none"> a. Focus for Workgroup Report-outs/Tasks - <ul style="list-style-type: none"> 1. Technical Support 2. Part-time, Evening, Online Students 3. K-12 Partnerships 4. Engl/ESL & Math (AB705) (Eg VC EMAST) 5. CMC Success Teams 6. Career Center 	From VC EMAST: Math and English Self Placement tool being developed. The placement

		<p>information will be available in the new student Portal.</p> <p>From Technical Support: Need to develop a plan to keep Program Mapper updated on an annual basis.</p>
<p>5. Guided Pathways Updates</p>	<p>a. Workgroups will meet at least once per month.</p> <p>b. GP Steward Committee will meet once per month as a whole moving forward:</p> <ul style="list-style-type: none"> i. 2nd Friday for Workgroup Meetings (1/14) ii. 4th Friday for Steward meeting (changes depending on holiday) 	<p>Seb will update meeting invites for Steward Meeting. Each workgroup will be responsible to determine meeting times.</p>
<p>6. SOAA Review/Update</p>	<p>a. Discuss Update and ask folks to review and provide feedback</p> <ul style="list-style-type: none"> i. Vote to move forward to senates, student government, and CPC 	<p>Majority of time was spent reviewing Scale Of Adoption and Assessment (SOAA) for our Guided Pathways Plan.</p>

		<p>After review, the updated SOAA was approved by 18-0 vote. Will be forwarded to Executive team via CPC, Academic Senate and Classified Senate for review and signatures as needed in January.</p>
<p>7. Future Agenda Items & Adjournment</p>	<p>a. Next meeting of committee as a whole: 1/28/22 b. OTHER</p>	<p>Meeting adjourned around 11:30.</p>