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: **Santiago Canyon College**   Date: Draft 4/15/19

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 <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In <u>column three</u>, 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 <u>column four</u>, 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.

1

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@cccco.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 *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline

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".
 	
Equity Considerations in Area 1:
  ▢ 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?			

1. MAPPING PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	☒ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* First attempt at sorting programs into meta-majors happened in Fall 2017; there has been discussion about to what extent SCC needs to align with Santa Ana College's "meta-majors"; the Academic Inquiry Cluster drafted guidelines for consideration in constructing meta-majors Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* The Academic Inquiry Cluster will create guidelines for the meta-major development process *Timeline for implementing next steps:* Draft form by June 2020
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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Currently done in Education, Child Development, Apprenticeship, BCE programs, Transfer degrees Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Re-evaluate employment needs in service area and present information to departments; determine changes needed to align programs with employment needs *Timeline for implementing next steps:* Departments identify changes by December 2019
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress	*Progress to date:* Gainful employment and Salary Surfer on website; some programs have additional information on websites; in process of hiring an SCC webmaster	*Next steps:* Discuss possible template for websites; incorporate into program pathways template; review available software *Timeline for implementing next steps:*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
	☐ At scale	Term, if *at scale* or *scaling:* Click or tap here to enter text.	June 2020
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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Done in some programs (Education, Apprenticeship, some BCE); Academic Inquiry Cluster viewed examples of pathways from other colleges, included SAC. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Create template for program pathways; programs will complete a first draft *Timeline for implementing next steps:* June 2020
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* SCC has separate BSTEM and SLAM pathways and is prepared for AB705 implementation Term, if *at scale* or *scaling:* Fall 2019	*Next steps:* Evaluate implementation and make any needed revisions *Timeline for implementing next steps:* June 2020

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 2: ▢ 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?			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY 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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Happening at Early Welcome, Counseling, First Year Support center, EOPS/CARE/CALWORKS, Summer Success program, Summer Advantage, Counseling 116, family night, senior day, STARS, STARS 2.0, College career fair, Career services **Term, if *at scale* or *scaling:*** Click or tap here to enter text.	*Next steps:* Revise orientation process (in-person and online); evaluate career assessment tools *Timeline for implementing next steps:* June 2020
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Happening via Supplemental Instruction, STAR center, writing center, learning assistants in various special programs, continuing education, reading workshops **Term, if *at scale* or *scaling:*** Click or tap here to enter text.	*Next steps:* Formally identify "gateway" courses; give programs the pertinent data; discuss embedded tutoring; explore the possibility of expanding SI to non-STEM courses *Timeline for implementing next steps:* June 2020
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. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* Support courses, Supplemental Instruction, Math Success Center, new courses in continuing education, MSC workshops, Summer Advantage **Term, if *at scale* or *scaling:*** Fall 2019	*Next steps:* Evaluate implementation; plan for any needed revisions *Timeline for implementing next steps:* June 2020
d. Special supports are provided to help academically underprepared students	☐ Not occurring	*Progress to date:*	*Next steps:*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	Writing Center, English 100 (English 101 with support), counseling course linked with English. Writing center workshops, Summer Advantage Term, if *at scale* or *scaling:* Fall 2019	Evaluate implementation; plan for any needed revisions *Timeline for implementing next steps:* June 2020
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Continuing education, learning assistants in special programs, STAR center, Writing Center workshops, Reading workshops, First year support center Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Examine data to determine what we currently do well and plan how to expand to all poorly prepared students *Timeline for implementing next steps:* June 2020
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.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Dual enrollment, Senior day, Family night, Community Science night, HS outreach, Upward Bound math and science, career academies for future teachers, agreement with Unity Middle School, CTAP, career coaches, CAP, Early Welcome, Summer Advantage, STARS 2.0 Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Plan how to grow those programs that are working well *Timeline for implementing next steps:* June 2020

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: • 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?			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Happens via counselors in Athletics, EOPS/CARE/CALWORKS, DSPS, TRIO, CAMP, Honors, Guardian Scholars, Veterans, Pathways to Teaching, apprenticeship, First Year support center. Also, via grad checks and reaching out to students that are 80% done with certificates to encourage completion. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Evaluate the feasibility of expanding counseling faculty and having "academic coaches" for all students; Align with College Promise benefits. *Timeline for implementing next steps:* June 2020
b. Students can easily see how far they have come and what they need to do to complete their program.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Educational plans and degree progress can be viewed on Ellucian; in most special programs (listed in 3a), students meet at least once a semester with a counselor; Elumen has program information that students can view. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Evaluate software; Consider how to increase number of students that complete plans and utilize the software *Timeline for implementing next steps:* June 2020
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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Progress and academic probation policies, with required workshops; Early alert; midterm grade checks for certain special programs (TRIO, CAMP, EOPS/CARE/CALWORKS, Guardian Scholars, Veterans, Athletics, Student Government, SSTEM) Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Evaluate software; explore what other colleges are doing *Timeline for implementing next steps:* June 2020

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	X Not occurring Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* SCC doesn't currently have those types of limited-access programs Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Continue to monitor *Timeline for implementing next steps:* June 2020
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.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Enrollment management committee, 2 year plans, increase in distance education Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Address in Enrollment Management Plan *Timeline for implementing next steps:* June 2020

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: ⬚ 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?			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* As programs revise their outcomes, the outcomes are becoming better aligned **Term, if *at scale* or *scaling*:** Click or tap here to enter text.	*Next steps:* Have programs re-evaluate their learning outcomes *Timeline for implementing next steps:* June 2020
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. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Learning communities, Reading and library workshops, Integrated learning (power and authority), Counseling 101, research symposium **Term, if *at scale* or *scaling*:** Click or tap here to enter text.	*Next steps:* Survey SCC faculty to determine what is currently being done; Research high-impact practices at other colleges; plan professional development opportunities *Timeline for implementing next steps:* June 2020
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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Work experience, internships, outside research opportunities, STEM activities, MUN, forensics, robotics, research symposium, service learning opportunities **Term, if *at scale* or *scaling*:** Click or tap here to enter text.	*Next steps:* Plan further service learning opportunities for students; plan professional development opportunities *Timeline for implementing next steps:* June 2020
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across	☐ Not occurring ☐ Not systematic	*Progress to date:* Course SLOs are mapped to program SLO for assessment	*Next steps:* Revisit program assessment process

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
each program, in both arts and sciences and career/technical programs.	☒ Planning to scale ☐ Scaling in progress ☐ At scale	Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Timeline for implementing next steps:* June 2020
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Learning outcomes are incorporated in our program review and in the resource allocation process; they are also part of other plans (BSI, Equity,.) Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Plan for further professional development *Timeline for implementing next steps:* June 2020
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Art, Film/TV, career services, counseling courses, SCC teach, research projects Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Evaluate tools available to students *Timeline for implementing next steps:* June 2020
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Surveys and focus groups happen fairly regularly, IAP survey data was a focus at Spring convocation Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Deploy faculty, student equity leader, and student surveys in fall; review the information from student focus groups gathered in spring 2019 *Timeline for implementing next steps:* June 2020