



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: **Contra Costa College** | Date: **April 30, 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.

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.

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<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 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"> • Marketing occurs at the institution-wide or program level, meta-majors have not been developed. • Marketing for CTE programs is career focused; non-CTE programs less so. • Academic program marketing is beginning as web pages for each program, but broad categories not advertised. • The effect of these efforts on enrollment is not public. <p>Term, if <i>at scale</i> or <i>scaling</i>: []</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Build broad categories related to careers – Year 2 (2020-2021) • Advertise these categories – Year 3 (2021-2022) • Recruit students to participate in broad categories – Year 4 (2022-2023) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • See above
<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"> • ADT’s exist for all current academic programs, and model curriculum for CTE programs is in development. • CTE programs are designed with advisory board input 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • After mapping, course sequences are refined by linked content to knowledge/skills/abilities (KSA’s) competencies from O*NET (Year 1)

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		<ul style="list-style-type: none"> • Labor market analysis is considered when a new CTE program is being considered and incorporated into the program reviews. • Cooperative education courses (work experience) exists for some programs <p>Term, if <i>at scale</i> or <i>scaling</i>: []</p>	<ul style="list-style-type: none"> • Professional development/inquiry into alignment between work preparation and traditional coursework (Year 2) • Possibly hire a work-based learning/internship coordinator (Year 3) • Exploration of how learning outcomes match work competencies, change SLO/PLO if needed (Year 3) • Develop career seminars for students based on cluster/interests (Year 3) • Deliver career seminars widely /broadly (Year 4) • Internships and work-based learning developed for each program (Year 5) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [See above]
<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each 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"> • Each career education page includes links to the college's Career Coach website, which provides salary information, the number of job openings, and examples of potential jobs. [Career Coach also connects jobs to education levels to help students consider the potential benefits of furthering their education in a given field 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • [Incorporate O*NET information related to KSA's on webpages, especially in areas where it can augment Career Coach content. (Year 2) • Determine target careers for non-CTE programs (Year 3) • Expand Career Coach to include non-CTE programs and add to program webpages. (Year 4)

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		<p>(i.e. how much their wages would increase, etc.).</p> <ul style="list-style-type: none"> Each career education program that has a certificate of at least 16 units has a link to Gainful Employment information on the program web page. Some program webpages mention further education opportunities and long-term career paths <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"> See above
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input 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"> Course sequences (with milestones) are being developed by the PPP committee, with the goal of mapping all programs and aligning with PS work by end of 2019. Dual enrollment makes efforts to have HS students take first level courses in programs, but this is not systematic and only impacts a limited number of programs. <p>Term, if <i>at scale</i> or <i>scaling</i>: []</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Complete program maps and vet through all stakeholders (especially students) (Years 1 and 2) Program maps added to website (Year 3) Disaggregated data on student success in milestone courses prepared (Year 4) Institutional training on data interpretation to improve milestone courses (Year 5) Schedule designed based on maps and data (Year 5) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> See above

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<p>e. Required math courses are appropriately aligned with the student's field of study (<i>Note: This essential practice was moved from Area 2</i>)</p>	<p><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"> Math pathways developed for STEM and non-STEM majors, offering is not systematic. Self-placement allows students to choose math courses that align with their educational and career goals. Program sequences developed so far include math courses. <p>Term, if <i>at scale</i> or <i>scaling</i>: []</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Ensure math sequences and math supports (e.g. tutoring) are embedded in each pathway (Years 1-2) Explore development of contextualized math classes based on clusters (recognizing that math is a gateway course to many careers, and that many students need support) (Year 3) Incorporate information about math options in catalog/career coach/counseling literature and website (Year 4) Schedule includes opportunities for all students (e.g. day/evening) to take classes appropriate to pathway (Year 5) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> See above

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>e. 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>	<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"> CCC engages students with multiple on-ramps related to college/career exploration, program identification and education planning, including formalized steps to success Students have the option to enroll in Counseling 130 (Career & Major Exploration) and/or Counseling 140 (Job Search Strategies). These courses are embedded in the Promise FYE and a few learning communities. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Create a branded onboarding and first year experience that includes career, major, degree and transfer exploration. (Year 2) Explore possibility of creating a “success coach” structure (Years 2-3) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> See above
<p>f. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<input type="checkbox"/> Not occurring <input 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"> CCC offers MATH and BIO/ANATOMY Jams & English bootcamps before each semester to help improves students’ skill levels. Implementing additional support for English and Math courses on the heels of AB-705 (MATH-164S, ENGL-1AX, etc.) Dedicated support in STEM program and learning communities 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Inventory and clarify definition of gateway courses/resources to add layers of support (Year 2) Enhance book loan/supply program to support students in gateway courses (Year 3) Embed tutoring services in Guided Pathway maps. (Year3)

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		<ul style="list-style-type: none"> Centralized tutoring services that address needs in nearly every program area. Term, if <i>at scale</i> or <i>scaling</i> :	<ul style="list-style-type: none"> Develop a system to support students not in STEM programs/learning communities (or scale best practices from STEM) (Year 4) <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> See above
g. 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>	<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"> Math Jams offered every summer (2-week bootcamps) Implementing additional support for Math courses on the heels of AB-705 (MATH-164S) Math labs and tutoring Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> Contextualize math courses for specific meta-majors (Year 2-4) <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> See above
h. 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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" 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"> English Bootcamp – noncredit course Implementing additional support for English courses on the heels of AB-705 (ENGL-1AX) Puente, PerAnkh Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> Scale support provided through learning communities into all English courses Writing across disciplines Contextualized English <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> Years 2-4
i. 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 checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress	<i>Progress to date:</i> <ul style="list-style-type: none"> CCC has a referral process for counseling, DSPS, tutoring and retention services, including probation workshops, 	<i>Next steps:</i> <ul style="list-style-type: none"> CCC would like to fully adopt a functional Early Alert System and

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	<input type="checkbox"/> At scale	<p>ENGL & math tutoring. In addition, CCC is developing non-credit and enhanced classes for English and math that include requisite tutoring support.</p> <ul style="list-style-type: none"> Some learning communities provide additional support for very poorly prepared students. These supports are not consistently applied or available for all students. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p>customize supports based on student need. (<i>Years 2-3</i>)</p> <ul style="list-style-type: none"> Evaluate the success of the new support English and Math courses for the purpose of continuous improvement. (<i>Years 1-2</i>) Determine to what extent learning community best practices (i.e. Wrap-around support "coaches", canvas access, and/ or other types of progress/success tools) can be shared across departments and programs. Scale practices as appropriate. (<i>Years 3-5</i>) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> See above
<p>j. 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>	<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"> CCC, currently offers several structured Early College credit opportunities designed to support students and prepare students for college-level course work. These opportunities are both on and off campus, including Middle College High School, Gateway to College, Dual Enrollment courses on high school campuses, and concurrent enrollment courses on the CCC campus. In addition, the CCC Outreach Team provides a structured sequence of workshops that engage high school students from interest through registration. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> A branded "College for Kids" experience that provides students with a visual pathway to college & career success. This would involve a variety of engagement opportunities from elementary through high school for students to "experience" CCC and the college environment. (<i>Years 3-5</i>) In addition; providing increased "general education" courses during times that high school students can access them. (<i>Years 1-2</i>) <p><i>Timeline for implementing next steps:</i></p>

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		Term, if <i>at scale</i> or <i>scaling</i> :	<ul style="list-style-type: none"> <li data-bbox="1522 276 1690 308">• See above

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<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>k. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Tracking is conducted in select programs (I.e. EOPS, Athletics, learning communities, College Promise). The system for tracking varies widely between programs. • Counselors review course-taking progress with students in order to see what additional courses need to be taken, but this only occurs when students make counseling appointments. • The college has Degree Audit, which has the ability to track student progress, but this is not fully implemented. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Identify best practices of conducting case management and determine process for implementation • Adopt and install an intuitive campus wide CRM to track student progress, interactions and support needs <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • TBD – will be predicated on how the structure of Guided Pathways affects Counseling structure and CRM acquirement
<p>i. 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 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"> • Robust transcript evaluation process • Degree audit is accessible for students however it can be inaccurate to students' goals <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Transcripts to note CSU/UC/DG (Ed planning tool not UC/CSU/DG friendly) • Need a tool that will support student based on enrollment status (FT, PT, etc.) • Need intuitive educational planning tool • Milestone reports (CRM)

			<p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> • TBD – depends on district technology decisions
<p>m. 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>Progress to date:</p> <ul style="list-style-type: none"> • EOPS, Athletics have progress reports • Retention runs reports/workshops <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p>Next steps:</p> <ul style="list-style-type: none"> • Streamline progress reports for all students • Counselors should be alerted • Need text alerts • CRM • Establish values/policies focused on retention <p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> • TBD – depends on district technology decisions
<p>n. 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 checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date:</p> <ul style="list-style-type: none"> • Currently students can make individual counseling appointments to discuss challenging programs or those with impacted courses. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p>Next steps:</p> <ul style="list-style-type: none"> • Support meta major alignment with multiple career steps so students can identify various stages of career development. (Years 1-3) • Supporting, faculty and counselor communication to identify students in various pre-requisite stages. (Year 2) <p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> • See above
<p>o. 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>	<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>Progress to date:</p> <ul style="list-style-type: none"> • Certain departments (e.g. STEM) attempt to limit conflicts, small programs buffer changes, and online courses have increased as attempts to accommodate student scheduling needs. 	<p>Next steps:</p> <ul style="list-style-type: none"> • Mapped/developed program pathways and clusters formalized (Year 1-2) • Explore using software for ed plan and schedule analysis (if district approves tool. (Year 2)

		<ul style="list-style-type: none"> • College is participating in the Strategic Enrollment Management (SEM) Academy in an effort to improve scheduling practices. • The college's standing SEM committee is working to address scheduling challenges. <p>Term, if <i>at scale</i> or <i>scaling</i>: []</p>	<ul style="list-style-type: none"> • Schedule analysis/assessment to see if 'typical' student can graduate based on pathways. (Years 2-3) • Analyze progress of real students and interaction of schedule based on goals and home/work life. (Year 3) • Schedule adjusted to accommodate as many students as possible (Years 4-5) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [See above]
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<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>p. 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 checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • All programs have program learning outcome's noted in catalog which are evaluated as part of Program Review. • Employment potential for CCC's majors are indicated in Career Coach and catalog • Certificate competencies for CTE programs have industry-vetted program learning outcomes <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • O*Net activity as part of Pathways, Program, and Pedagogies workgroup course sequencing and pathway creation (Year 1) • See practice 1b for interviewing activity (Years 2-4) • Audit career opportunities by program, for all programs, similar to CTE program review process (labor market, etc.). (Year 5 for non-CTE) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • See above
<p>q. 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 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"> • Currently, many introductory courses (I.e. English, STEM-Jam & CTE courses) require competency building in critical thought. • Courses that are cohort-specific with integrated or contextualized curriculum focus on active student engagement. • In some areas, the extent to which students are required to think critically and are exposed to applied learning varies greatly by professor. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • The college has yet to determine next steps in this area. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • N/A

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<p>r. 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>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Some CTE programs have structured and embedded work-based learning opportunities, especially in the allied health fields. The extent to which students engage in collaborative projects outside of class varies substantially by program area. Students can enroll in Cooperative Education to earn credits while working. Opportunities are available across the college's program areas, but they are not systematically offered and there is no guarantee that every student will be exposed to these opportunities. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Encourage development of experiential assignments (Year 1-2) Develop clear directory/database of opportunities (Year 2) Internships are formalized and service-learning process set up (handbook, referral, etc.) (Year 2-3) Internship coordinator hired (Year 3) Opportunities are strategically embedded in pathways in a manner that align with SLO/PLO (Year 3-4) Connect work-based learning to portfolio building (Year 4) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> See above
<p>s. 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 checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> CCC has a Student Learning Outcome Coordinator and a Program Review process/system to assess and document SLO's/PLO's. Faculty engage in this process across all program areas. College does not have a mechanism for planning continuous improvement. It is not clear to what extent the data and content in program review or SLO/PLO assessments translate into improvements in the curriculum. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Improve /re-establish culture of accountability and assessment of effectiveness via program review process (Year 2) Utilize ELumen to enable gathering, analyzing and planning for continuous improvement cycle (Year 3) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> See above

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<p>t. 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 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"> There is a general commitment to use Student Learning Outcome assessment information to inform instructional practices. It is not clear to what extent the results of learning outcome assessments are used to improve professional development and other campus efforts. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Intentionally design pathways/sequences so that they logically build Student Learning Outcome's upon one another to maximize career readiness (Years 2-3) Explore ways to develop culture of inquiry and continuous improvement around Student Learning Outcome/Program Learning Outcome (Year 3) Faculty work together to review outcomes, share information, gather best practices, look for common themes (Year 4) Disaggregation of Student Learning Outcomes/Program Learning Outcome by race, etc. incorporated into continuous improvement (Year 5) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> See above
<p>u. 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 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"> CCC offers Counseling 140: Job Search Strategies. Career Center provides range of career services to students, including documentation of learning in the form of 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Explore broad-based implementation of New World of Work Curriculum (Year 2) As part of pathways development, faculty consider assigning capstone projects in major courses that embed

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		<p>a resume or portfolio (although portfolio development is not common)</p> <ul style="list-style-type: none"> • Transfer Preparation workshops • Some CTE faculty coach students on how to document and discuss industry-recognized credentials • Most of these supports require students to recognize that they need help in this area and proactively engage a service or enroll in a course. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p>portfolio-building (writing across curriculum) and connect capstone projects to work-based learning (Years 3-5)</p> <ul style="list-style-type: none"> • Where possible, embed industry standards in catalog descriptions (Year 5) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [See above
<p>v. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p><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"> • [Conducted CCSSE in 2016 • Established faculty evaluation process that includes evaluations from students • Program review of non-instructional units include user surveys <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • [Administer CCSSE at regular intervals to gauge improvement over time. (Years 3-5) • Use CCSSE toolkits for focus groups to gather more qualitative data (Year 4) • Use assessment results to inform strategic professional development (Year 5) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [See above