

# Guided Pathways Scale of Adoption Overview



CONTRA  
COSTA  
COLLEGE

# Guided Pathways @ CCC



Create Clear Curricular Pathways to Employment and Further Education



Help Students Choose and Enter Their Pathway



Help Students Stay on Their Path



Ensure that Learning Is Happening with Intentional Outcomes

Essential practices were identified by Community College Research Center (CCRC)

Equity Considerations were also added to each area to help keep focus on equity as pathways are developed

..... <https://www.contracosta.edu/faculty-resources/guided-pathways> .....

# Scale of Adoption: SOAA

## What is it?

- Self-study of essential practices and progress of implementation
- Useful for Regional Coordinators in designing support for us
- Last submitted in April 2019

# Scale of Adoption

January 2021 Retreat, focus on “not systematic” items (7)

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, for all students in all programs of study

PPP = Program Pathways and Pedagogy

FYE = First Year Experience

PS = Program Support

# PPP: Progress to date



## Mapping Pathways to Student End Goals:

<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>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p><u>X</u> Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• <u>ADT's</u> exist for all current academic programs, and model curriculum for CTE programs is in development.</li> <li>• CTE programs are designed with advisory board input</li> <li>• Labor market analysis is considered when a new CTE program is being considered and incorporated into the program reviews.</li> <li>• Cooperative education courses (work experience) <u>exists</u> for some programs</li> <li>• <u>PPP: Completed pathways all include example or potential career/s</u></li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• <u>PPP:</u> After mapping, course sequences are refined by linked content to knowledge/skills/abilities (KSA's) competencies from O*NET (Year 1) - continuing</li> <li>• <u>PPP: Professional development/inquiry into alignment between work preparation and traditional coursework (Year 2) - continuing</u></li> <li>• <u>PS:</u> Possibly hire a work-based learning/internship coordinator (Year 3)</li> <li>• <u>PPP:</u> Exploration of how learning outcomes match work competencies, change SLO/PLO if needed (Year 3)</li> <li>• <u>PS:</u> Develop career seminars for students based on cluster/interests (Year 3)</li> </ul>
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# PPP: Progress to date



## Helping Students Choose/Enter a Pathway:

<p>i. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• CCC has a referral process for counseling, DSPS, tutoring and retention services, including probation workshops, ENGL &amp; math tutoring. In addition, CCC is developing non-credit and enhanced classes for English and math that include requisite tutoring support.</li> <li>• Some learning communities provide additional support for very poorly prepared students. These supports are not consistently applied or available for all students.</li> <li>• PPP: As of FA19, all students were placed in college level English (ENGL-1A or 1AX) and Algebra II or higher math courses and support courses</li> <li>• Baseline data for FA19</li> <li>• Institution of AB-705</li> <li>• Completion of AB-705 Report indicating success rates, resulting in the evaluation of</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• <b>PS:</b> CCC would like to fully adopt a functional Early Alert System and customize supports based on student need. (Years 2-3)</li> <li>• <b>PPP:</b> Evaluate the success of the new support English and Math courses for the purpose of continuous improvement. (Years 1-2)</li> <li>• <b>PS:</b> 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. (Years 3- 5)</li> <li>• <b>PPP:</b> Determine how to support students placed in ENGL-1AX with HS GPA below 2.0</li> </ul> <p><i>Timeline for implementing next steps:</i> See above</p>
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# Specific Next Step Items for PPP:



*Complete all pathways: ensure tie to careers, include GE recommendations that enhance career skills, abilities, & other competencies*



**Assess feedback from Fall Forum, division meetings and Spring 2021 Forum**



*Vet an example of a completed pathway through all stakeholders, especially students*



**Collaborate with PS**



# Specific Next Step Items for PPP:



*Finalize meta-majors/academic and career pathways/clusters, and vet through constituency groups*



**Utilize data and feedback provided in Spring 2021 forum and discussions in division meetings**

***Note:***

***Stay tuned for specific details about a Spring GP Forum!***





# FYE: Progress to date



## Mapping Pathways to Student End Goals:

1. MAPPING PATHWAYS TO STUDENT END GOALS		<i>Progress to date: (2,500 character)</i>	<i>Next steps: (1,000 character)</i>
<p>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)</p>	<p>Place an X next to one:</p> <ul style="list-style-type: none"> <li>Not occurring</li> <li>Not systematic</li> <li>X Planning to scale</li> <li>Scaling in progress</li> <li>At scale</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing occurs at the institution- wide or program level, meta-majors have not been developed.</li> <li>• Marketing for CTE programs is career focused; non-CTE programs less so.</li> <li>• Academic program marketing is beginning as web pages for each program, but broad categories not advertised.</li> <li>• The effect of these efforts on enrollment is not public. – <b>move to next step?</b></li> <li>• FYE: A vendor will <u>becoming</u> in to revamp the website</li> <li>• <b>FYE: Every new ESL student that completes orientation receives marketing for Career Programs (Completed Spring 20)</b></li> <li>• FYE: Adding digital marketing specialist in CTE</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PS:</b> Build broad categories related to careers – Year 2 (2020-2021)</li> <li>• <b>FYE:</b> Advertise these categories – Year 3 (2021-2022)</li> <li>• FYE: FA21 develop plan to implement advertising in SP22</li> <li>• <b>FYE: Includes Orientation, Social Media, hard materials, all</b></li> <li>• FYE: <u>Whom</u> is going to do it?</li> <li>• FYE: Need to include students in development and review of materials</li> <li>• FYE: Connect with Larry to develop staffing needs and funding</li> <li>• <b>FYE:</b> Recruit students to participate in broad categories – Year 4 (2022-2023)</li> <li>• <b>FYE: (included in progress but moved to next steps):</b></li> <li>• <b>Determine what information is most vital for students to receive in orientation and marketing materials</b></li> </ul>

# FYE: Progress to date



## Helping Students Choose/Enter a Pathway:

### 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.

3.

#### Progress to date:

- 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.
- **FYE: Creating on-boarding experience, district wide module, final stages of college specific module**
- **Steps to Success created by outreach**
- **Welcome center supporting Richmond Promise onboarding, Ed planning, follow ups and check-ins**

#### Next steps:

- **FYE Group** Create a branded onboarding and first year experience that includes career, major, degree and transfer exploration. (Year 2)
- **FYE Group** Explore possibility of creating a "success coach" structure (Years 2-3)
  - Use disaggregated data to inform supports needed for students as they enter the college
- **FYE: Orientation:**
- A plan to have awareness of when do they do what? (Meet with counselors) - Check with Dennis for process map
- Follow up with "coach's" to make sure they're on track.
- COUNS130-140 increase opportunity for students to take

Place an X next to



# FYE: Specific Next Steps



*Complete “local” orientation specific for CCC students.*



**Create an orientation that showcases & celebrates the diversity of our campus community**



*Determine an equitable approach to educational planning*



**Collaborate with PS**



# FYE: Specific Next Steps



*Work with Enrollment Management to better understand students course-taking decision process*



*Collaborate with Outreach ,Enrollment Mgt  
Student surveys/focus groups*



# PS: Next Steps



## Pillar Helping Students Choose/Enter a Pathway:

i. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Place an X next to one:  
 Not occurring  
 X Not systematic  
 Planning to scale  
 Scaling in progress  
 At scale

*Progress to date:*

- CCC has a referral process for counseling, DSPS, tutoring and retention services, including probation workshops, ENGL & math tutoring. In addition, CCC is developing non-credit and enhanced classes for English and math that include requisite tutoring support.
- Some learning communities provide additional support for very poorly prepared students. These supports are not consistently applied or available for all students.
- PPP: As of FA19, all students were placed in college level English (ENGL-1A or 1AX) and Algebra II or higher math courses and support courses
- Baseline data for FA19
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- Completion of AB-705 Report indicating success rates, resulting in the evaluation of

*Next steps:*

- **PS:** CCC would like to fully adopt a functional Early Alert System and customize supports based on student need. (Years 2-3)
- **PPP:** Evaluate the success of the new support English and Math courses for the purpose of continuous improvement. (Years 1-2)
- **PS:** 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. (Years 3-5)
- **PPP:** Determine how to support students placed in ENGL-1AX with HS GPA below 2.0

*Timeline for implementing next steps:*  
 See above



# PS: Next Steps



## Keeping Students on the Path:

being met so they can make progress toward program completion:

<p><b>4. KEEPING STUDENTS ON PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Tracking is conducted in select programs (i.e. EOPS, Athletics, learning communities, College Promise). The system for tracking varies widely between programs.</li> <li>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.</li> <li>The college has Degree Audit, which <u>has the ability to</u> track student progress, but this is not fully implemented.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li><b>PS:</b> Identify best practices of conducting case management and determine process for implementation</li> <li><b>PS:</b> Adopt and install an intuitive campus wide CRM to track student progress, interactions and support needs</li> </ul> <p><i>Timeline for implementing next steps:</i>  TBD – will be predicated on how the structure of Guided Pathways affects Counseling structure and CRM acquirement</p>
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*Term if at scale or scaling:*

# Progress to date (PS):



## Starfish

- A cross functional student services group with representation from all offices including managers, faculty, and staff has been pulled together to build the “infrastructure” of early alert
- As infrastructure is built, instructional faculty will be folded in to provide input on the system and begin pilot testing its use (links to PPP)

## Campus Resource Guide

- Live on the Comet Support Hub; looking to improve user friendliness. (DE committee collaboration)
- Encourage faculty to promote this resource guide in classes

# Specific Next Steps (PS):

- Identify supports for undecided students  
- Identify timing of integrating supports, (w/ FYE group)
- Discuss/assess formation of student success teams based on a case management model:  
Example 1: Learning Communities based on academic programs that consider students' differentiated needs, such as DSPS, ESL
- Begin integration of student supports into MetaMajors (w/ PPP group)



# College Council Next Steps:

- Questions?
- Suggestions?
- Spring Forum – April 14th, 3:00PM – 4:30PM

*Thank you!*