

**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: Cañada College

Date: April 29, 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.

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>NG 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"> • Established Academic Pathways subgroup which meets regularly on the 1st and 3rd Mondays of each month. The subgroup has completed the research needed to start the mapping process as well as identifying the college’s interest areas. • Compiled list of current classes specifying when each class is offered (FA, SP, SU). • Engaged in program sorting exercises on April 18 (CIETL), May 8 (Student Services Planning Council) and June 27th (Division of Student Services). Guided Pathways Student Voices group is working with PTK and ASCC students to get student input on designing ‘meta-majors’ spring 2019. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • College-wide pathway mapping activities to continue on April 18th, May 8th and June 27th. • Proposed pathway maps to be confirmed after Fall Flex prior to the start of Spring 2020. • ‘Meta-Majors’ to be confirmed by end of Fall semester. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Scaling to commence FA 2019.

		<ul style="list-style-type: none"> ● Identified closely associated or overlapping degree & certificate programs. PRIE Office created a visualization demonstrating the degree of overlap of core course requirements across programs to enable the creation of more efficient meta majors. ● Drafted guiding principles which emphasizes equity considerations as pathway maps are developed. ● Engaged in visioning exercises to establish pathway goals. ● Offered and continue to offer campus-wide Center for Innovation and Excellence in Teaching and Learning CIETL sessions relating to Guided Pathways mapping. ● Completed inquiry phase and preparing to scale (FA19). <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<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 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"> ● Specific programs (such as STEM and Career Education) are working to integrate job placement services for students. ● The Career Center on campus offers numerous job and internship fairs as well as services to students seeking employment. ● Through the mapping process, discussions have commenced around encouraging students to enroll in Career Classes. ● The college has recently signed up to partner with Road Trip Nation (RTN) which would provide students free access to the 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ● Confirming partnership with RTN to provide students with career resources. ● Establishing a Job Placement strategy integrated with Career Education programs. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ● Fall 2019

		<p>RTN site. RTN consists of a career assessment and provides students with a list of career videos matched to their career assessment results.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<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 type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> On the college’s website, each program’s page consists of career possibilities, certificates, degrees and transfer requirements, and gainful employment. <p>Term, if <i>at scale</i> or <i>scaling</i>: SP 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> N/A <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> N/A
<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 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"> Completed campus-wide Flex Day program mapping exercise to create first drafts of maps for all AD-T programs. STEM Division on track to complete all program maps by May 15, 2019. Compiled list of current classes specifying when each class is offered (FA, SP, SU). Engaged in Guided Pathways Flex Day mapping activities which have produced the framework for establishing ‘meta-majors’. Identified closely associated or overlapping degrees & certificates. Drafted guiding principles which emphasizes equity considerations as pathway maps are developed. Engaged in visioning exercises to establish pathway goals. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> College-wide pathway mapping activities to continue on April 18th and May 8th. Student and Staff pathway mapping exercise planned for June 27th. Program maps will be worked on throughout the upcoming year. There will be several maps per program to account for likely variables such as part-time vs. full-time, with summer classes, etc. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> FA 2019

		<ul style="list-style-type: none"> • Offered and continue to offer campus-wide Center for Innovation and Excellence in Teaching and Learning (CIETL) sessions relating to Guided Pathways mapping. • Completed inquiry phase and preparing to scale (FA19). By the end of the SP 2019 semester, we will have "example" program maps from FLEX compiled into a spreadsheet. These will serve as a starting point for future maps. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<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</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p>X At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The college has reduced the number of classes in the math sequence. • The college has identified pathways according to math course (ex. STEM and non-STEM). <p>Term, if <i>at scale</i> or <i>scaling</i>: FA 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • N/A <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • N/A

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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>NG STUDENTS CHOOSE AND ENTER A PROGRAM MAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Through the mapping process, discussions have commenced around encouraging students to enroll in Career Classes. The Promise Program plans to include ‘enrollment into CRER 137, Life and Career Planning’ into its program requirements. The College has recently signed up to partner with Road Trip Nation (RTN) which would provide students free access to the RTN site. RTN consists of a career assessment and provides students with a list of career videos matched to their career assessment results. As we establish our ‘meta-majors’ results can direct students to the appropriate college ‘meta-major’. The District is in the process of implementing a new CRM which will 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Confirming partnership with RTN to provide students with career resources. Implementation of District CRM. Requirement of CRER 137 for all Promise Students (1st generation, first time, full time). Exploring the addition of an online CRER class early enrollment option for students who enter college through Priority Engagement Program (PEP) - Spring 2020. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> FA 2019

		<p>provide students with a career assessment at time of application. Results will be linked to the college's 'meta-majors' which will consist of clear pathway maps embedded with recommended student supports.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</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"> The STEM Center has established supports for underprepared STEM students such as Peer Mentoring, Embedded Peer Instruction Cohort (EPIC), JAMS (Chemistry, Math, Physics, Word) and COLTS-CON. The college hopes to use this model to make it applicable to all students. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Scale-up STEM Center supports so they are applicable to the larger college population <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> SP 2020
<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>	<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 Math Department has developed a co-requisite class to provide support for program-relevant ‘gateway’ math courses. Proposed increase in embedded tutoring for math classes. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Offering of new co-requisite course. Increased in embedded tutoring. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> FA 2019

		Term, if <i>at scale</i> or <i>scaling</i> : FA 2019	
d. Special supports are provided to help academically underprepared students 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)	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date.</i> <ul style="list-style-type: none"> The English Department has created a 5 unit English 105 course which includes added supports. Working to establish a Writing Center. Term, if <i>at scale</i> or <i>scaling</i> : FA 2019	<i>Next steps:</i> <ul style="list-style-type: none"> Offering of new 5 unit ENGL 105 course. Opening of the Writing Center. Addition of Instructional Aide to assist with Writing Center tutoring and operations. Plans in place to add embedded tutors for English 105 in fall 2019. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> FA 2019
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 type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> The college has established JAMS (Chemistry, Math, Physics and Word) which are offered prior to the start of each semester. These are intensive, interactive, free, one-week programs to survey foundational concepts in preparation for college-level courses. Term, if <i>at scale</i> or <i>scaling</i> : FA 2009	<i>Next steps:</i> <ul style="list-style-type: none"> The Jams take place each fall, spring and summer preceding the start of the semester. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> N/A
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.	<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	<i>Progress to date:</i> <ul style="list-style-type: none"> TRiO Upward Bound Academic year programming is designed to motivate and prepare students for college (2 & 4 yr). Summer year programming is 	<i>Next steps:</i> <ul style="list-style-type: none"> TRiO Upward Bound programming takes place Fall, Spring, and Summer semesters

		<p>designed to support students through concurrent enrollment. 6 week summer program to transition from high school to college-level coursework</p> <ul style="list-style-type: none"> • The college has established JAMS (Chemistry, Math, Physics and Word) which are offered prior to the start of each semester. These are intensive, interactive, free, one-week programs to survey foundational concepts in preparation for college-level courses. <p>Term, if <i>at scale</i> or <i>scaling</i>: FA 2009</p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • N/A
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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>NG 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>	<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"> • In developing the college's 'meta-majors', there has been discussion about either identifying pathway specific counselors or Student Success Teams. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Further discussions regarding the role of counseling through the Guided Pathways process and implementation. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • FA 2019
<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 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"> • All new student are required to complete a Student Educational Plan (SEP). In completing their plan, which is inputted into DegreeWORKS, they are able to determine what they need to complete their program. All students have access to DegreeWORKS. <p>Term, if <i>at scale</i> or <i>scaling</i>: SP 2013</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • N/A <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • N/A

<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 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 Cañada Assessment, Response and Evaluation of Students (CARES) Team is alerted of incidences where a student is distressed and provides students with the support needed to get back on track. • Counseling follows a student Probation Process that provides students with success techniques and support. • Retention Specialists serve to provide students with individualized support based on the students program of study and/or associated support program. • Special Programs such as College for Working Adults, Middle College, and EOPS meet with students individually to ensure progress is being made in their academic 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"> • To scale up existing programs so that alerts and individualized supports can be applied to all enrolled students. • To develop Success Teams based on Meta Majors. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Scaling to commence FA 2019.
<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 checked="" type="checkbox"/> Not occurring <input 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"> • This is currently not occurring but discussions have been initiated. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • N/A <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • N/A

<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 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"> ● Compiled list of current classes specifying when each class is offered (FA, SP, SU). ● Working to schedule classes so that students can take the optimal classes needed for degree, certificate, goal attainment. ● Decreased the number of classes required in the Math and English sequence. ● Working on innovative scheduling such as 8-week accelerated courses, late start and short-term online. <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ● Using the list of classes and pathway maps to schedule classes that won't conflict in a given semester. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ● SP 2020
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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>LEARNING 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>	<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 Learning Outcomes (PLOs) are measured via successful attainment of Student Learning Outcomes (SLOs). SLOs are mapped to PLOs which are mapped to Institutional Learning Outcomes. • Each program contains information regarding higher education and employment opportunities as well as gainful employment data. <p>Term, if <i>at scale</i> or <i>scaling</i>: 2018</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • N/A <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • N/A
<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,</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The Center for Innovation and Excellence in Teaching and Learning (CIETL) as well as the College Equity Committee, ACES, 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue offering professional development to promote critical thinking and meaningful

<p>and work and communicate effectively with others. (Note: This practice was added to the SOAA in February 2019)</p>	<input type="checkbox"/> At scale	<p>has been continuously providing faculty with professional development opportunities that promote critical thinking and meaningful communications within the classroom.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: FA 2018</p>	<p>communications within the classroom.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ● Scaling to continue FA19.
<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>	<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"> ● There are a number of STEM Center activities that promote internships and experiential learning. Examples include STEM University Visits, ASPIRES Internships and COLTS-CON. Additionally, the Inspires Job Shadow program consists of a career coach, career assessment, shadow prep, networking and professionalism. ● The District offers a Global Internship Program which are for-credit, unpaid internships designed to help students gain an immersive international experience in a supervised internship. <p>Term, if <i>at scale</i> or <i>scaling</i>: FA 2009</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ● N/A <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ● N/A

<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>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress X At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • In Fall 2018, the college revised its Program Review timeline to align it with personnel and resources requests as well as with the budget development timeline. The Program Review process documents assessment of learning outcomes and indicates if a program needs revision or should be scaled. This process has created a culture of continuous improvement which contributes to the college's efforts in meeting its equity goals. <p>Term, if <i>at scale</i> or <i>scaling</i>: FA 2018</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • N/A <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • N/A
<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>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress X At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The Program Review process includes as extensive analysis of SLOs and SAOs. The data is used to determine if a program needs to be revised, scaled-up or maintained. • Recently the Program Review timeline was adjusted to compliment the budget development timeline. <p>Term, if <i>at scale</i> or <i>scaling</i>: FA 2018</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • N/A <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • N/A
<p>f. The college helps students document their learning for employers and</p>	<p>x Not occurring</p>	<p><i>Progress to date:</i></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • N/A

<p>universities through portfolios and other means beyond transcripts.</p>	<input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<ul style="list-style-type: none"> • This is currently not occurring but discussions have been initiated. <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"> • N/A
<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 checked="" type="checkbox"/> Not occurring <input 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"> • This is currently not occurring but discussions have been initiated. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • N/A <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • N/A