



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

Revised February 2019, November 2019

Institution Name: College of the Siskiyous

Date:

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). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor's Office NOVA system by your project leads.***

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 fall/winter 2020. 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.

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.

In fall 2018 the SOAA was 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 certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p> <p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College has finalized its Guided Pathways Design Principles and Vision. We have created a ‘Meta Majors’ survey for students to gather feedback on their ideas regarding ‘meta majors’ as well as ‘meta majors’ names. We are also in the process of finalizing pathway maps.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Analyze Student Survey Data and make decisions regarding ‘meta majors’. Finalize pathway maps and look into initiating the Program Mapper pilot.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>
<p>1. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Time and bandwidth to complete pathway maps</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>We need a dedicated Guided Pathways coordinator. We hope to have a ratified Faculty Contract so that we can negotiate a stipend for a coordinator.</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>	<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>Progress to date: (2,500 character)</p> <p>Still occurring in our CTE programs, but not yet campus-wide.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>Next steps: (1,000 character)</p> <p>Similar to CTE Advisory Groups, we intend to explore the idea of focus groups and advisory committees for all program areas, including GE.</p> <p>Timeline for implementing next steps: Gather information in 20/21 and implementation in 21/22.</p>
<p>1. b. Support Needed? Type of Support - place an X next to one or more:</p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>X Other</p>		<p>Challenge or barrier: (1,000 character)</p> <p>Time and bandwidth to perform this task</p>	<p>Support Needed – Detail: (1,000 character)</p> <p>We need a dedicated Guided Pathways coordinator. We hope to have a ratified Faculty Contract so that we can negotiate a stipend for a coordinator.</p>
<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</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>Progress to date: (2,500 character)</p> <p>Occurring in our Fire, Police and Nursing programs, but not yet system-wide.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>Next steps: (1,000 character)</p> <p>We currently redesigned our website and will be gathering program information and employment data to include on the webpages.</p> <p>Timeline for implementing next steps: Fall 2021</p>
<p>1. c. Support Needed? Type of Support - place an X next to one or more:</p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>X Other</p>		<p>Challenge or barrier: (1,000 character)</p> <p>Time and bandwidth to perform this task</p>	<p>Support Needed – Detail: (1,000 character)</p> <p>We need a dedicated Guided Pathways coordinator. We hope to have a ratified Faculty Contract so that we can negotiate a stipend for a coordinator.</p>

<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>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p>Progress to date: (2,500 character)</p> <p>We have started the pathway maps which include recommended courses by term, GE and student supports.</p> <p>Term, if at scale or scaling:</p>	<p>Next steps: (1,000 character)</p> <p>Finalize program maps and look into initiating the Program Mapper pilot.</p> <p>Timeline for implementing next steps: Fall 2021</p>
<p>1. d. Support Needed? Type of Support - place an X next to one or more:</p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>X Other</p>		<p>Challenge or barrier: (1,000 character)</p> <p>Time and bandwidth to complete pathway maps</p>	<p>Support Needed – Detail: (1,000 character)</p> <p>We need a dedicated Guided Pathways coordinator. We hope to have a ratified Faculty Contract so that we can negotiate a stipend for a coordinator.</p>
<p>e. Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2)</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>X At scale</p>	<p>Progress to date: (2,500 character)</p> <p>COS began a very early acceleration project in 2016, we now have transitioned STEM and non-STEM math sequences. COS' success in this effort has been noted in Statewide publications.</p> <p>Term, if at scale or scaling: Fall 2016</p>	<p>Next steps: (1,000 character)</p> <p>Continue to collect longitudinal data and make refinements where needed.</p> <p>Timeline for implementing next steps:</p>
<p>1. e. Support Needed? Type of Support - place an X next to one or more:</p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p>Challenge or barrier: (1,000 character)</p>	<p>Support Needed – Detail: (1,000 character)</p>

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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>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>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>We complete abbreviated Ed Plans for all visiting high school students and during visit to local high schools. Our CTE Programs such as EMS, Fire, ADJ and Nursing have strong linkages with industry which allow for increased employment opportunities for our students. We are implementing Job Seeker and CTE Students have the opportunity to obtain Career Exploration and Internship Assistance through Siskiyou Works. Lastly, we are finalizing our setup of MyPath which includes a career exploration/assessment module.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>Implementation of Job Seeker? & MyPath</p> <p><i>Timeline for implementing next steps:</i></p> <p>MyPath - Spring 2021</p> <p>Job Seeker? - Spring 2021</p>								
<p>2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
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Technology	Reporting/data										
Other											

<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>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>X At scale</p>	<p>Progress to date: (2,500 character)</p> <p>We have expanded and implemented embedded tutoring in our math programs and tutoring in the ASC for a variety of disciplines. Additionally we implemented NetTutor for our Distance Education Students as well as EDUC 0670 which provides additional support for our athletes and other students who are in need.</p> <p>Term, if at scale or scaling: Fall 2020</p>	<p>Next steps: (1,000 character)</p> <p>Continue to collect data and make refinements where needed.</p> <p>Timeline for implementing next steps:</p>
<p>2. b. Support Needed? Type of Support - place an X next to one or more:</p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p>Support Needed – Detail: (1,000 character)</p>	<p>Challenge or barrier: (1,000 character)</p>
<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. (Note: This practice was added to the SOAA in February 2019)</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>X At scale</p>	<p>Progress to date: (2,500 character)</p> <p>Implemented MMP in 2016 as well as embedded tutors.</p> <p>Term, if at scale or scaling: Fall 2016</p>	<p>Next steps: (1,000 character)</p> <p>Collect data and analyze to make adjustments as needed.</p> <p>Timeline for implementing next steps:</p>
<p>2. c. Support Needed? Type of Support - place an X next to one or more:</p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p>Support Needed – Detail: (1,000 character)</p>	<p>Challenge or barrier: (1,000 character)</p>

<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>X At scale</p>	<p><i>Progress to date: (2,500 character)</i> Embedded reading into the English curriculum and decrease the number of courses in the English sequence (FA2016).</p> <p>Developed co-requisite supports for English in FA 2018 and implemented Fall 2019.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2016</p>	<p><i>Next steps: (1,000 character)</i> Collect data and analyze to make adjustments as needed.</p> <p><i>Timeline for implementing next steps:</i></p>								
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Policy guidance	Connections with other GP teams										
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Other											
<p>e. 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>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>X At scale</p>	<p><i>Progress to date: (2,500 character)</i> We have expanded support services in the ASC as well as implemented EDUC 0670 which consists of the instructors working collaboratively with embedded tutors to serve our student athletes. Also through EDUC 0670, intensive support services are provided by our Instructional Aide who makes intentional contacts with struggling students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p><i>Next steps: (1,000 character)</i> Collect data and analyze to make adjustments as needed.</p> <p><i>Timeline for implementing next steps:</i></p>								
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<p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p><i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> We host Junior High & High School days and Counseling and advising staff conduct high school efforts. COS engages in Dual Enrollment efforts throughout our county. We have robust Gear-up and Upward Bound programs.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i> We had planned to launch a Summer Bridge Program in Summer 2020 but, due to COVID, it was canceled. We have developed the courses associated with Summer Bridge as well as a detailed plan. We hope to implement Summer Bridge in Summer 2021.</p> <p><i>Timeline for implementing next steps:</i> Summer 2021</p>
<p>2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i> COVID Vaccine</p>	<p><i>Challenge or barrier: (1,000 character)</i> COVID</p>

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Equity Considerations in Area 3: <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? 			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	<i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> COS is very good about monitoring success and completion for our special populations however, for our larger general population, we don't have enough counseling and advising staff. We have implemented Base Camp which helps monitor progress of Promise students and provides support where needed. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i> Continue researching strategies to expand our efforts to 'case manage'. <i>Timeline for implementing next steps:</i> Fall 2021
3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other		<i>Support Needed - Detail: (1,000 character)</i> Time and bandwidth to complete task.	<i>Challenge or barrier: (1,000 character)</i> We need a dedicated Guided Pathways coordinator. We hope to have a ratified Faculty Contract so that we can negotiate a stipend for a coordinator.
b. Students can easily see how far they have come and what they need to do to complete their program.	<i>Place an X next to one:</i> Not occurring Not systematic	<i>Progress to date: (2,500 character)</i>	<i>Next steps: (1,000 character)</i> Research the functionality of Degree Works and possibly implement additional features.

	<p>X Planning to scale Scaling in progress At scale</p>	<p>Term, if <i>at scale</i> or <i>scaling</i>: Implemented Degree Works which is accessible by students through their student portal, allows them to monitor their progress towards program completion.</p>	<p><i>Timeline for implementing next steps:</i> Fall 2021</p>
<p>3. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i> Time and bandwidth to complete task.</p>	<p><i>Challenge or barrier: (1,000 character)</i> We need a dedicated Guided Pathways coordinator. We hope to have a ratified Faculty Contract so that we can negotiate a stipend for a coordinator.</p>
<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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> The college piloted ‘U’ can do it during the Fall 2019 semester which served as an early alert for Promise Students. Depending the outcome, this will be expanded to the entire college population.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019 - Pilot</p>	<p><i>Next steps: (1,000 character)</i> The outcome didn’t yield positive results so the college will be researching other options.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>
<p>3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data x Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i> Time and bandwidth to complete task.</p>	<p><i>Challenge or barrier: (1,000 character)</i> We need a dedicated Guided Pathways coordinator. We hope to have a ratified Faculty Contract so that we can negotiate a stipend for a coordinator.</p>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic</p>	<p><i>Progress to date: (2,500 character)</i> Counseling and advising support is available to all of our students to help</p>	<p><i>Next steps: (1,000 character)</i> Continue to monitor and determine if any solutions need to be implemented.</p>

<p>nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p>Planning to scale Scaling in progress At scale</p>	<p>them determine their most viable career path. Our approach is to allow the student to make the final decision of which career path they will pursue. Student support is also available for those in need.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Timeline for implementing next steps:</i> 2020-2021</p>
<p>3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i> Time and bandwidth to complete task.</p> <p><i>Challenge or barrier: (1,000 character)</i> We need a dedicated Guided Pathways coordinator. We hope to have a ratified Faculty Contract so that we can negotiate a stipend for a coordinator.</p>	
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> We have developed a comprehensive scheduling committee which consists of Academic Affairs and Student Services. The Counselors and Advisors notify Academic Affairs of any course conflicts and we attempt to adjust times so that students are able to optimize their schedules. Once we finalize our program maps, we will be able to further optimize our scheduling practices.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i> Continue holding scheduling meetings. Finalize program maps.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>
<p>3. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i> Time and bandwidth to complete task.</p> <p><i>Challenge or barrier: (1,000 character)</i> We need a dedicated Guided Pathways coordinator. We hope to have a ratified Faculty Contract so that we can negotiate a stipend for a coordinator.</p>	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline								
<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 											
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><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: (2,500 character)</i></p> <p>We have developed 3-year SLO calendars for each discipline and have initiated conversations regarding Institutional Learning Outcomes. Although our programs have PLOs, they are not yet mapped to SLOs and ILOs.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue discussion regarding ILOs and begin mapping SLOs to PLOs to ILOs</p> <p><i>Timeline for implementing next steps:</i></p> <p>SP 21- FA 21</p>								
<p>4. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	X Other		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Time and bandwidth to complete task.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>We need a dedicated SLO coordinator. We hope to have a ratified Faculty Contract so that we can negotiate a stipend for a coordinator.</p>
Policy guidance	Connections with other GP teams										
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X Other											
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The faculty engaged in identifying GE learning outcomes and assessment tools which cross disciplines.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>To discuss GE Learning Outcomes</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2021</p>								

with others. (Note: This practice was added to the SOAA in February 2019)		Term, if <i>at scale</i> or <i>scaling</i> :	
<p>4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i> Time and bandwidth to complete task.</p>	<p><i>Challenge or barrier: (1,000 character)</i> We need a dedicated SLO coordinator. We hope to have a ratified Faculty Contract so that we can negotiate a stipend for a coordinator.</p>
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> We continue to provide experiential learning opportunities for our CTE students. We have recently updated our Work Experience Plan and have hired a Work Experience Coordinator. CTE Students have access to internship placements through Siskiyou Works.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i> Expand Work Experience and the number of CTE students taking advantage of internship opportunities.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>
<p>4. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<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><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: (2,500 character)</i> We have developed 3-year SLO calendars for each discipline and have initiated conversations regarding Institutional Learning Outcomes. Programs include SLO data in their program review reports.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i> We would like to streamline our SLO Assessment processes and schedule outcome dialogue days.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>

<p>4. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i> Time and bandwidth to move to ‘planning to scale’.</p>	<p><i>Challenge or barrier: (1,000 character)</i> We need a dedicated SLO coordinator. We hope to have a ratified Faculty Contract so that we can negotiate a stipend for a coordinator.</p>
<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><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: (2,500 character)</i> We have developed 3-year SLO calendars for each discipline and have initiated conversations regarding Institutional Learning Outcomes. Programs include SLO data in their program review reports.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i> We would like to streamline our SLO Assessment processes and schedule outcome dialogue days.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>
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<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</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: (2,500 character)</i> Certain courses require students to develop portfolios of work for employment and/or transfer.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i> With the implementation of CPL, certain disciplines will be developing portfolio rubrics.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>
<p>4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data</p>		<p><i>Support Needed – Detail: (1,000 character)</i> Time and bandwidth to complete the task.</p>	<p><i>Challenge or barrier: (1,000 character)</i> We need a dedicated Guided Pathways coordinator. We hope to have a ratified</p>

X Other			Faculty Contract so that we can negotiate a stipend for a coordinator.
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	Place an X next to one: Not occurring Not systematic X Planning to scale Scaling in progress At scale	Progress to date: (2,500 character) Our Institutional Researcher is developing a local 'CCSSE' Survey. Term, if <i>at scale</i> or <i>scaling</i> :	Next steps: (1,000 character) Distribute local survey Spring 2021 Timeline for implementing next steps: Spring 2021
4. g. Support Needed? Type of Support - place an X next to one or more: Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		Support Needed – Detail: (1,000 character)	Challenge or barrier: (1,000 character)

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	<i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.</i>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	Place an X next to one or more: Student survey(s) Students serve on campus GP advisory committee(s) X Student focus groups Other: Student Surveys
	<i>Engagement Efforts - Details: (1,000 character)</i> We have and will continue to request a student tri-chair for our Guided Pathways Steering Committee. Due to COVID, our ASB is having challenges with student participation. We will be inviting our Eagle

	Ambassadors to participate in our Steering Committee meetings. We recently distributed a survey to obtain student feedback on both the structure of 'meta majors' as well as naming 'meta majors'.
COURSE ALIGNMENT	<i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i>
	<p><i>Course Alignment - Details: (1,000 character)</i></p> <p>We were originally hoping that Degree Works could be used to help us align course offerings with education plans. Currently we are not able to use that functionality but, we hope to be able to use it in the near future. In the meantime, we hope that our program maps will assist with our scheduling processes.</p>

Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.
Title:	
Follow-up Contact Person(s):	
Challenge: (1,000 character)	
Success Story: (10,000 character)	
Outcomes: (1,000 character)	

Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:

Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

Decrease the average number of units accumulated by California Community College students earning associate degrees

Increase the percent of exiting CTE students who report being employed in their field of study

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults