

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: **College of the Siskiyous**

Date: **December 2019**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

A new addition to the SOAA in fall 2018: Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education. The SOAA was recently updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

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<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<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"> • Workshops have been held. The Pillar 1 team is now consistently meeting. Student focus groups have been scheduled. The College is in the process of finalizing Design Principles and Guided Pathways Vision. Additionally, the ECE program submitted a proposal to complete their program mapping. <p>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Student Focus group will be developing clusters (meta majors) on Nov 25th. A mapping activity is scheduled for our Dec. 13th Flex Day. Pillar 1 will continue to meet to develop the pathways. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Academic program maps in 19/20 and systematic implementation in 20/21.
<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"> • Still occurring in our CTE programs, but not yet campus-wide. This will align with 1a. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Similar to CTE Advisory Groups, we intend to explore the idea of focus groups and advisory committees for all program areas, including GE <p><i>Timeline for implementing next steps:</i></p>

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		Term, if <i>at scale</i> or <i>scaling</i> : N/A	<ul style="list-style-type: none"> Gather information in 19/20 and implementation in 20/21.
<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 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"> Occurring in our Fire, Police and Nursing programs, but not yet system-wide. <p>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Website redesign is currently being discussed and vetted. Program information and employment data will be gathered for all programs presented on website. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019-2021
<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 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"> Occurring in many of our CTE programs, but not yet widely in our GE/Transfer Programs. All major awards have checklists sheets w/ requirements and is more easily accessible by students. <p>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Continue to build program maps for all programs. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019-2020

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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>)	<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"> 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. Term, if <i>at scale</i> or <i>scaling</i> : [Fall 2016]	<i>Next steps:</i> <ul style="list-style-type: none"> Continue to collect longitudinal data and make refinements where needed. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> []

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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>	<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"> SOAR – Siskiyous Orientation Advising and Registration – however this program is not yet required of all students. 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. <p>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> More advising and counseling staff needed to scale up this process. Explore whether it is feasible and/or necessary to mandate SOAR for all students. Note: we do not want to create a road block by making something mandatory, but there is a need to get Ed Plans in the hands of all students. Also COS needs a better vetting and testing of ‘My Path’ to determine whether it can incorporate with our process. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019-2021 to examine and determine steps to scale up efforts.
<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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> 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 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Continue outreach to faculty to build services and market new supports to students. Continuing integrating tutoring into more of COS’s F2F classes. <p><i>Timeline for implementing next steps:</i></p>

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		<p>support for our athletes and other students who are in need. </p> <p>Term, if <i>at scale</i> or <i>scaling</i>: FA 2019 </p>	<ul style="list-style-type: none"> • 2019-2021
<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><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><input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Implemented MMP in 2016 as well as embedded tutors. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2016 </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue to collect data and make any needed adjustments. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019-2020
<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><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Developed co-requisite supports for English and implemented Fall 2019. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019 </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Collect data and analyze to make adjustments as needed. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019-2020
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</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 checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • 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>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"> • Expand EDUC offerings. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2020-2021

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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 checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> 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. Term, if <i>at scale</i> or <i>scaling</i> : N/A	<i>Next steps:</i> <ul style="list-style-type: none"> We are scheduling a 2020 Summer Bridge program geared toward getting students ready for transfer level math and English as well as exposing them to strategies for student success. We are targeting student to college. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> 2019-2023

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<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</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"> • [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.] <p>Term, if <i>at scale</i> or <i>scaling</i>: [N/A]</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • [Continue researching strategies to expand our efforts to 'case manage'.] <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [Continued investigation in 2019/2020 and arrive at solutions to implement in 2020-2021.]
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</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"> • [Implemented Degree Works which is accessible by students through their student portal, allows them to monitor their progress towards program completion.] <p>Term, if <i>at scale</i> or <i>scaling</i>: [N/A]</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • [Research the functionality of Degree Works and possibly implement additional features.] <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [2019-2020]
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The college piloted 'U' can do it during the Fall 2019 semester which served 	<p><i>Next steps:</i></p>

<p>and supports in place to intervene in ways that help students get back on track.</p>	<input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>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>: N/A</p>	<ul style="list-style-type: none"> Collect data from our early alert systems and adjust as needed so that we can prepare to expand. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2020-2021
<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>	<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"> Counseling and advising support is available to all of our students to help 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>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Continue to monitor and determine if any solutions need to be implemented. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019-2020
<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>	<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"> Discussions have commenced regarding developing an optimized schedule for students that will allow them to complete in a timely manner. We are implanting an ACE (accelerated, online) schedule SP 2020. <p>Term, if <i>at scale</i> or <i>scaling</i>: N/A</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> We cross college scheduling meeting on Dec. 6th where we look at how classes are scheduled and make recommendations for improvement. Our ultimate goal is to have a 2-year published schedule on the college website available for students so they can make long term plans. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019-2023

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Equity Considerations in Area 4: <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? 			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	<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	<i>Progress to date:</i> • See statement in 4.d and 4.e regarding College of the Siskiyous new SLO process. Term, if <i>at scale</i> or <i>scaling</i> : N/A	<i>Next steps:</i> • Continue to develop and refine the process. <i>Timeline for implementing next steps:</i> • 2019-2023
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> • The faculty engaged in identifying GE learning outcomes and assessment tools which cross disciplines. They will be reporting on outcomes at the SP 20 Flex Day. Term, if <i>at scale</i> or <i>scaling</i> : N/A	<i>Next steps:</i> • Report out on GE level outcomes at SP 2020 Flex Day and discuss result and improve or modify process as needed. <i>Timeline for implementing next steps:</i> • 2019-2023
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.	<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	<i>Progress to date:</i> • We continue to provide experiential learning opportunities for our CTE students. We are exploring offering HUM 1010 to Cuba for Summer 2020 and expanding Work Experience.	<i>Next steps:</i> • Continue pursuing the possibility of offering HUM 1010 and expanding Work Experience. <i>Timeline for implementing next steps:</i> • 2019-2023

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		Term, if <i>at scale</i> or <i>scaling</i> : N/A	
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.	<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 Student Learning Outcomes manual was approved in Spring 2018 and the first activity, which was to identify a GE Learning Outcome to assess, occurred during the Fall Flex Days. This activity allowed disciplines to work cross functionally to determine how and if students are mastering learning outcomes. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> Assessment results will be discussed and shared at the Spring 2020 Flex Day. Analysis of the data will determine any needed revisions and/or resources. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> 2019-2023
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> As mentioned above, our next steps are to discuss and share assessment results at the Spring 2020 Flex Day. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> Our hope is that the discussions in Spring 2020 will prompt the scheduling of a series of SLO Convenings. The College's intent is to implement intentional campus efforts as well as provide related professional development. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> 2019-2023
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress	<i>Progress to date:</i> <ul style="list-style-type: none"> Certain courses require students to develop portfolios of work for employment and/or transfer. 	<i>Next steps:</i> <ul style="list-style-type: none"> Investigate opportunities to expand the development of portfolios in other classes.

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
	<input type="checkbox"/> At scale	Term, if <i>at scale</i> or <i>scaling</i> : N/A	<i>Timeline for implementing next steps:</i> • 2019-2021
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<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	<i>Progress to date:</i> • Currently trying to identify funds to purchase the CCSSE. The CCSSE was completed 2 years ago. Term, if <i>at scale</i> or <i>scaling</i> : N/A	<i>Next steps:</i> • Our Institutional Researcher will be reporting on the feasibility of purchasing the CCSSE. <i>Timeline for implementing next steps:</i> • 2019-2020