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 Redwoods**   **Date: 4/29/2019**

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 <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In <u>column three</u>, 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 <u>column four</u>, 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.

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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@cccco.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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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". **Equity Considerations in Area 1:** • 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?			
1. MAPPING PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* **Guided Pathways Coordinators are meeting with faculty across disciplines to define the College's "Guided Pathways" or "Meta-Majors" that umbrella the College's existing ADT and LA degrees.** Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Create a first-year sequence of courses for undecided students. Solidify and begin marketing pathways and modify campus website accordingly. *Timeline for implementing next steps:* Fall 2019 – spring 2020
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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* All Career Education programs have community advisory committees comprised of industry partners who help inform curriclular offerings to ensure that our programs are well-designed and are meeting industry needs. Some Career Education programs have a cooperative work experience requirement. Greater efforts are being made across campus to partner with Humboldt State University (HSU) faculty and advisors. Multiple counseling and in-discipline	*Next steps:* The college will work with members of Career Ladders to enhance career preparation. *Timeline for implementing next steps:* Spring 2019 & fall 2019

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		events are bringing HSU faculty and advisors to campus to consult with students about specific disciplines. Term, if *at scale* or *scaling:* Click or tap here to enter text.	
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Websites for Career Education Programs include Fast Facts about student outcomes, employment opportunities, wages, job growth, and job openings. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Websites for programs in the liberal arts will be developed to show employment opportunities, wages, etc. *Timeline for implementing next steps:* Spring 2019 – Spring 2020
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.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Guided Pathway Coordinators are working with faculty to identify 1st year course sequences that will allow students to branch off into several specific programs of study. Career education programs have clear course sequences. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Provide clearer paths for majors such as social work, environmental studies, nursing, Kins, etc. Especially on the website to improve navigation for all college students. *Timeline for implementing next steps:* Fall 2020 – Fall 2021
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* Advising materials have been created clearly showing which math course a student should take based on their major of study. Math pathways for students with a liberal arts program, career education program, STEAM program, and programs requiring statistics are distinct and clearly presented. An informed consent form has been developed that students must sign	*Next steps:* Assess the pathways to see if students are entering into the correct path based on their desired program of study. Self-reported data on the informed consent process will indicate students opting for remedial coursework, and why they are doing so. *Timeline for implementing next steps:* Fall 2019 – Spring 2020

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		acknowledging that they are aware of AB 705 and the research about remedial coursework. Term, if *at scale* or *scaling:* Spring 2020	

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Equity Considerations in Area 2: • 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?			
2. **HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY** a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* Placement workshops and orientations are available for all students. A new enrollment services advisor position was created to provide one-on-one support for students. The course My Future, My Plan was developed to help students develop a 10-year education plan. Short math review courses are in place for students needing math review to help them with math and chemistry. *Term, if at scale or scaling:* Spring 20201	*Next steps:* Identify additional courses that could benefit from a math co-requisite support. *Timeline for implementing next steps:* Fall 2020 – Spring 2021
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas.**	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Embedded Peer Instructional Cohort (EPIC) leaders have been embedded in several gateway courses. Math and English support courses have been developed for academically underprepared students. The writing center has been revamped to support all students through drop-in. Math review courses serve to help STEM students in chemistry and nursing. *Term, if at scale or scaling:* Click or tap here to enter text.	*Next steps:* Evaluate the effectiveness of review/support courses and identify additional courses for which students might benefit from such support. *Timeline for implementing next steps:* Fall 2020 – Spring 2021
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*	☐ Not occurring ☐ Not systematic ☐ Planning to scale	*Progress to date:* Math support courses are in place for all of the gateway "first-year" math courses:Math 52 (and Math 252, non-	*Next steps:* Evaluate the effectiveness of support courses, and the percentage of students completing transfer-level

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was added to the SOAA in February 2019)	☐ Scaling in progress ☒ At scale	credit): Math Lab courses that provide support for students taking liberal arts or career education math requirements (Math 5 or 10)Math 15S (support course for Statistics course) for students taking transfer-level statisticsMath 30S (support course for College Algebra course) for students taking transfer-level algebra for STEM Term, if *at scale* or *scaling:* Spring 2020	math at the end of each term and/or academic year. *Timeline for implementing next steps:* Fall 2019 – Spring 2020
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)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* An English support course for transfer-level has been developed for academically underprepared students. A drop-in wiritng center staffed by tutors is available to students. A non-credit READ-260 is avalible to all students. Intermediate ESL non-credit courses are offered. An ESL Task Force is meeting to revise the placement process and to develop support for English Learners taking credit courses. Term, if *at scale* or *scaling:* Spring 2021	*Next steps:* Develop a new placement process for ESL students in collaboration with local high schools. Create credit-bearing ESL coursework. *Timeline for implementing next steps:* Spring 2018 – Spring 2021
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* General Studies (GS) courses are available. GS-6 First Year Experience are offered each semester. EOPS students are highly recommended to enroll. GUID-205 Supervised Tutoring is offered to students needing support in transfer-level courses outside of math and English. A variety of non-credit courses are offered to support adult learners. Embedded Peer Instructional Cohort (EPIC) leaders are placed into math and English sections for additional support.	*Next steps:* Develop additional support for students who are English Learners. *Timeline for implementing next steps:* Spring 2018 – Spring 2021

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		Term, if *at scale* or *scaling:* Spring 2021	
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.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* The college just develops GS-7 My Future, My Plan. Several high schools would like to dual enroll students in the course. A pilot is occurring in fall 2019. Four local high schools also offer career education courses in welding, construction, and computer information systems. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Expand General Studies dual enrollment offerings to all highschools in CR's service area. *Timeline for implementing next steps:* Fall 2019 – Spring 2021

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Equity Considerations in Area 3: • 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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Counseling performed a half way there campaign for students with 30+ units. The Klamath Trinity Site does a mid-semester celebration to honor academic progress, and they carefully monitor the progress of all students. *Term, if at scale or scaling:* Click or tap here to enter text.	*Next steps:* Provide additional outreach to students who are not making progress towards their comprehensive education plan. *Timeline for implementing next steps:* Fall 2020 – Spring 2021
b. Students can easily see how far they have come and what they need to do to complete their program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date:* Students can run a degree audit for a select program. The college hired a consultant to help enhance the accuracy of the programming rules used by the degree audit system. *Term, if at scale or scaling:* Spring 2019	*Next steps:* Click or tap here to enter text. *Timeline for implementing next steps:* Click or tap here to enter text.
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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Counselors and advisors discuss progress towards SEPs in one-on-one appointments. Financial aid evaluates to see if students who are close to their maximum unit cap are following their education plan. Career education has done advising campaigns calling all students who are close to completing a program to provide them with help to finish missing coursework. *Term, if at scale or scaling:* Click or tap here to enter text.	*Next steps:* **Provide additional outreach to students who are not making progress towards their comprehensive education plan.** *Timeline for implementing next steps:* **Fall 2020 – Spring 2021**

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	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Students can meet with Counselors and Advisors in one-on-one counseling appointments. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Explore alternative viable paths for students who are unlikely to be accepted to the nursing program. *Timeline for implementing next steps:* Fall 2019 – Spring 2021
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.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* Two-year course sequences are published on the college website for programs. Programs with cancelled classes and low enrollments are reviewed through the AP 4021 Program Revitalization and Discontinuance Process. Term, if *at scale* or *scaling:* Spring 2020	*Next steps:* Develop an easier process for ensuring that 2 year schedules are updated and followed during scheduling. *Timeline for implementing next steps:* Fall 2019 – Spring 2020

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Equity Considerations in Area 4: • 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.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date:* Advisory committees meet to identify workplace skills. Some transfer disciplines have systematically undertaken this alignment effort. Articulation ensures that courses have outcome that align with transfer institutions. Term, if *at scale* or *scaling:* Spring 2019	*Next steps:* Click or tap here to enter text. *Timeline for implementing next steps:* Click or tap here to enter text.
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. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date:* General Education outcomes and requirements via curricular review and assessment ensure that students think critically, solve problems, and work to communicate effectively with others. Active and applied learning happens throughout the curriculum. Term, if *at scale* or *scaling:* Spring 2019	*Next steps:* Click or tap here to enter text. *Timeline for implementing next steps:* Click or tap here to enter text.
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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* **Career Education students in Welding and Construction Technology are engaged in project-based learning as a part of the cross-disciplinary "Tiny House" project which also includes transfer pathway students in Art. Agriculture students in leadership classes engage in group community service projects outside of class, including helping to organize a county-wide "Ag Field Day" for local high school agriculture students. Cooperative work experience courses are available to all students and**	*Next steps:* Click or tap here to enter text. *Timeline for implementing next steps:* Click or tap here to enter text.

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		required of a few programs. The college has a coordinator to help students find relevant experiences. Health Occ and human services programs have ample clinical experiential requirements. Term, if *at scale* or *scaling:* Click or tap here to enter text.	
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.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date:* **Faculty regualry participate in SLO assessments. All course, program, general education, and instituional learning outcomes are assessed on a regular cycle.** Term, if *at scale* or *scaling:* Spring 2019	*Next steps:* Click or tap here to enter text. *Timeline for implementing next steps:* Click or tap here to enter text.
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date:* Faculty regualry participate in SLO assessments. All course, program, general education, and instituional learning outcomes are assessed on a regular cycle. Term, if *at scale* or *scaling:* Spring 2019	*Next steps:* Click or tap here to enter text. *Timeline for implementing next steps:* Click or tap here to enter text.
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* **Some disciplines (art, drafting) have students gather portfolios showcasing their work.** Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* The graphic design certificate will have students develop a portfolio of work to present to employers. *Timeline for implementing next steps:* Fall 2019 – Spring 2020
g. The college assesses effectiveness of educational practice (e.g. using CCSSE	☐ Not occurring	*Progress to date:*	*Next steps:* The Diverse Learning Environments Survey from the Higher Education Research Institute will be

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or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale Term, if *at scale* or *scaling:* Click or tap here to enter text.	The college regularly administers the Noel Levitz Student Satisfaction Inventory (SSI). The SSI was administered this spring 2019.	administered to students and will be used to target professional development. *Timeline for implementing next steps:* Fall 2019 – Spring 2020