Guided Pathways Scale of Adoption Self-Assessment (SOAA) Webinar

November 2019

California Community Colleges Chancellor's Office

and Academic Senate for California Community Colleges

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Agenda

- Welcome and Introductions
- Background and Purpose
- Perspectives on Practice and Equity
- NOVA GP Module Demonstration
- Q & A

Presenters

Marty Alvarado
Executive Vice Chancellor, CCCCO

Janet Fulks
Faculty Lead for Guided Pathways, ASCCC

Barbara Lezon
Specialist, CCCCO

Natalie Nagthall
Regional Coordinator, CCCCO

Virginia “Ginni” May
Guided Pathways Task Force Chair, ASCCC

Thomas Ponik
Analyst, CCCCO

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Contributors

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Dean, CCCCO

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Melinda Webb
Program Specialist, CCCCO

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Background and Purpose

Marty Alvarado
Executive Vice Chancellor, CCCCO

Vision Goals

1. Increase credential attainment by 20%
2. Increase transfer by 35% to UC and CSU
3. Decrease unit obtainment for a degree
4. Increase employment for CE students
5. Reduce and erase equity gaps
6. Reduce regional gaps

Commitments

1. Focus on students' goals
2. Design with the students' experience in mind
3. High expectations and high support
4. Foster use of data and evidence
5. Own student performance
6. Thoughtful innovation and action
7. Cross-system partnership

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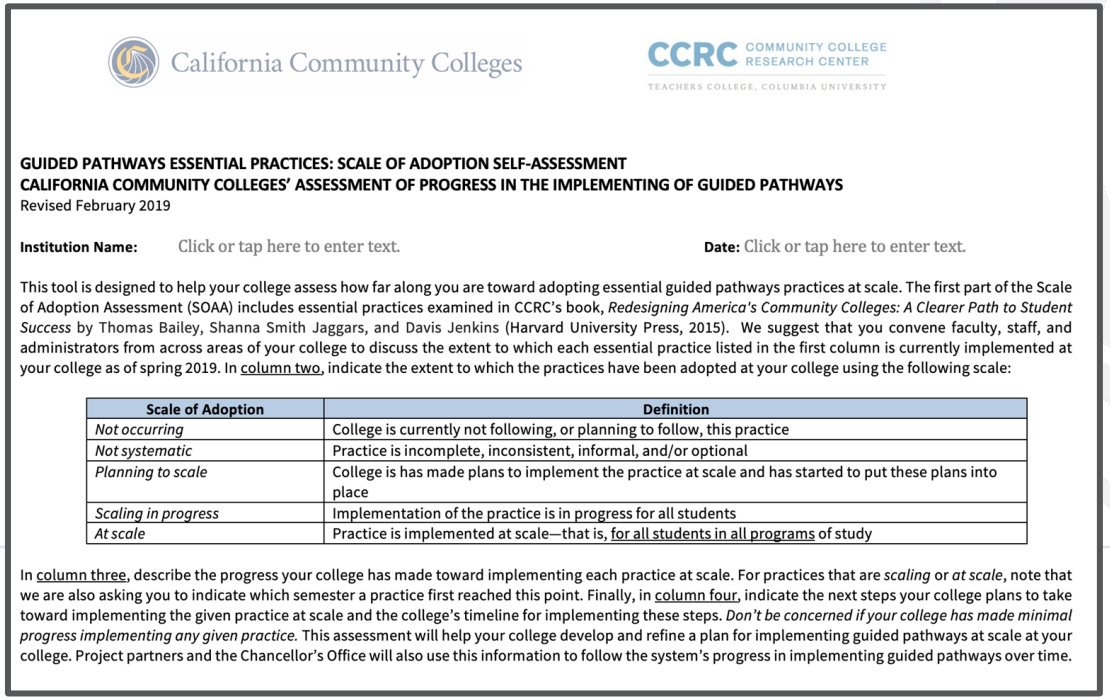
Scale of Adoption Assessment (SOAA) Background

- Scale of Adoption Assessment (SOAA) v2.0
- Community College Research Center (CCRC)



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CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

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: Click or tap here to enter text. **Date:** Click or tap here to enter text.

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
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, for all students in all programs 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.

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Purpose of SOAA

College/ District:

- Reflection on Progress
- Strategic Planning

State:

- Align Professional Development
- Assess Statewide Progress towards the *Vision for Success*

Nation:

- Common Benchmarks

Perspectives on Practice and Equity

Natalie Nagthall
Regional Coordinator for Guided Pathways, CCCCO

Janet Fulks
Faculty Lead for Guided Pathways, ASCCC

Virginia “Ginni” May
Guided Pathways Task Force Chair, ASCCC

Using the SOAA tool - Response Choices

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How Careful Should I Be on My Answers?

In the national project we learned several things:

- Some colleges, particularly new to GP work, **overestimated** their adoption and work because they did not know the extent of the change
- Some colleges, that were further along, **underestimated** their work because it seemed like such a huge change
- You should use this to get a good baseline, defined by your work, to scale and evaluate progress going forward
- This is an opportunity to document and communicate

The Language of the SOAA Tool

Issues with language:

- Programs
- Equity
- Gateway
- Advisor

Governance Processes for Guided Pathways

- A guided pathways structure that parallels governance. There may be points of intersection, but not necessarily integration. How sustainable is this?
- College personnel report they are working on Guided Pathways, but critical decisions are made “over there”.
- Moving towards integrating guided pathways and adaptation governance to support and advance guided pathways implementation while taking care of “regular business”.

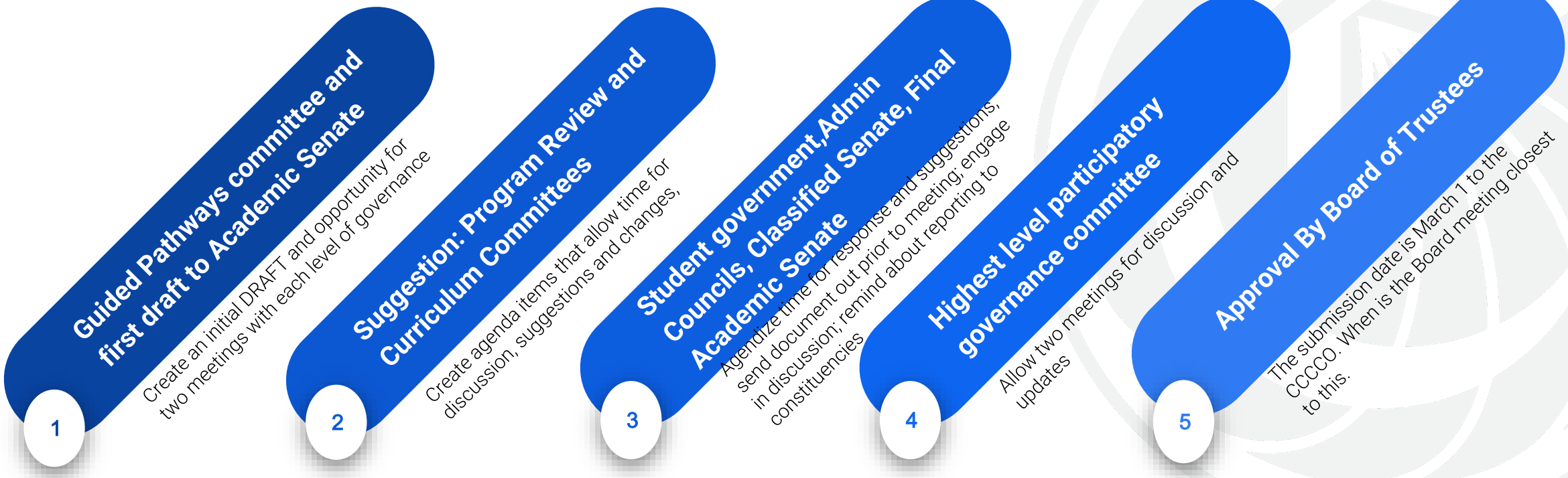
Some Sample Issues to Consider

- Some colleges are stuck or parked because they have not designated timelines or final authorities.
- One college worked diligently to identify meta-majors and program maps only to find that when the final structure was announced, changes had been negotiated, departments moved, etc, beyond the final document.

Some Sample Issues to Consider

- Some GP teams are operating parallel or independent of normal processes
- Communication and transparency issues - One college created a website that dated and recorded Guided Pathways work allowing people to see numerous iterations, dated, with explanations of the committees adopting the changes

Scheduling the Governance Component



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Equity Considerations

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?

- What is your Why?
- How do you locally define equity?
- How do you measure equity?

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Equity Considerations

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:* Click or tap here to enter text. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Click or tap here to enter text. *Timeline for implementing next steps:* Click or tap here to enter text.

- Equity as a Guiding Principle
- Disaggregation of Data
- Strategic Planning using Equity

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Equity Considerations

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?

- Understanding the student journey
- Structural policies and practices
- Implicit bias
- Cultural competency

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NOVA GP Module Demonstration

Thomas Ponik
Analyst, CCCCO

Barbara Lezon
Specialist, CCCCO

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Key Points

- NOVA module is almost identical to the Word/PDF version
  - Intent was to change as little as possible, yet add valuable features
- New features/sections include:
  - Ability to indicate support is needed for specific practices/activities
  - Two new questions: Student engagement and course alignment - based on requirements in legislative reporting
  - Success story - share the successes you are experiencing on your campus!
  - Upload prior SOAA document - April 2019 submission (PDF document)

Key Points

- Only one scale metric may be selected per practice
  - If you feel you are “in between” scale metrics, you may explain in the *Progress to Date* and/or *Next Steps* fields
- All entries are autosaved, and you do not have to complete the steps/tabs in order
- College President and Academic Senate President are official approvers
  - Sharing drafts with other stakeholders is encouraged!

NOVA GP Module Support

Thomas Ponik
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916-323-6877

For login issues/password resets contact
nova-support@productops.com

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What's Next?

- SOAA NOVA module is live now
- Q&A Support Sessions
- Certification required by March 1, 2020
  - Reminders sent through NOVA and listserv as deadline approaches
- Recorded training session will be posted to CO_GuidedPathways listserv
- FAQs document will be created based on Zoom sessions

Q&A Zoom Sessions

Tuesday, November 12 - 10:00am-11:30am
https://cccconfer.zoom.us/j/321530220
+1 669 900 6833

Wednesday, November 13 - 2:00pm-3:30pm
https://cccconfer.zoom.us/j/325296192
+1 669 900 6833

Please submit questions by Nov 8th, if possible:
https://forms.gle/rBBZQEXv5F2iursC8

Thank You!