



GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
AACC PATHWAYS COLLEGES' ASSESSMENT OF PROGRESS IN IMPLEMENTING PATHWAYS AS OF FALL 2018

Revised August 2018

Institution Name: Asnuntuck Community College

Date: 2/21/2020

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, student services staff, and administrators from across divisions at 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 2018. 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, 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.

A new addition to the SOAA for August 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.

We have updated the SOAA 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.” Rather, 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 fills out the SOAA, please (1) refer to the equity consideration questions to facilitate initial conversations about connections between the college’s pathways and equity efforts and (2) if it is useful, refer to the attachment with your college’s ratings from fall 2017. **Please submit the completed SOAA to Hana Lahr (lahr@tc.columbia.edu) of CCRC by October 1, 2018.** For more information, or if you have questions about the SOAA, please contact Hana.

NOTE: This is the fourth Scale of Adoption Assessment that CCRC is conducting as part of the AACC Pathways Project. The next one will be administered in fall 2019.

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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” as well as during the follow-up call with CCRC.</i></p>			
<p><u>Equity Considerations in Area 1:</u></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. 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><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Articulation agreements exist for many programs, not regularly reviewed or updated. • CSCU Transfer Tickets exist but system wide developed advising sheets are cumbersome and not easy to use for students and advisors 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Need clear understanding of data on career fields of importance in college’s area, so as to link this data with programs offered or use data to establish need for new programs. Needs to be part of strategic plan process.

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		<ul style="list-style-type: none"> • Programs have Advisory boards, but may only include employers, not transfer institutions. • Program reviews occur every 5 years to discuss employment and further education needs – helps to redesign curriculum. • Created Transfer Advisory Board, which met in the Spring 2019 and set to meet again in Spring 2020. • Collected alumni success stories that are featured throughout website but not specific to academic program webpages 	<ul style="list-style-type: none"> • Review current Academic Program Review process to see what is required and propose changes if necessary in order to ensure programs are “well designs to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.” • Each program needs to review existing transfer articulations when conducting a program review if not doing so already. • Consider creating own advising sheets for the Transfer Tickets and including in catalog for consistency. Need approval from BOR on updated advising sheets before utilizing. • Incorporate transfer institutions into Program Advisory board meetings if not occurring. • Recent data needed for Top Feeder Transfer Institutions (4 year) for every program from Clearinghouse and provided on a regular to Program Coordinators. • Include jobs/labor market data related to sample job titles for each academic program. This needs to be regularly updated. • Showcase program specific alumni success stories and highlight program specific employer connections.

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			<ul style="list-style-type: none"> Showcase program specific top feeder transfer institutions and related transfer articulations <p>Equity Considerations:</p> <ul style="list-style-type: none"> Website needs to be easier to navigate. Consider calling a meeting to revisit website design and establish focus groups to ensure that it is user friendly and accessible to all. Explore how to include financial costs, potential debt, and economic benefits completion of each academic program on specific academic program webpage and promotional materials. Include this information for each stackable credential (certificate, associates, bachelors). <p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> Spring 2021
<p>b. 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"> Currently include transfer and employment information on degree sheets and created tabs for this information on academic program webpages under Outcomes but not sure how often this information is regularly updated. Worked with MRW (website company) to include labor market information on earnings for each academic program’s 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Need to include actual “placement” data (where students have transferred and have been employed) for each academic program under the transfer and employment tabs on program webpages. Determine how often labor market information is updated on website through MRW. Determine if earnings can be displayed for sample job titles

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		<p>webpage, but unclear as to how current this is, how often earnings data is pulled, and for what job titles. Also, not sure if this is related to Associate's earnings or Bachelor's. Not indicated on website.</p> <ul style="list-style-type: none"> • Articulations are listed under Transfer webpage but not on academic program pages 	<p>and make sure to indicate level of degree (Associate's earnings or Bachelor's).</p> <ul style="list-style-type: none"> • Incorporate graduate survey data into each program updated information. Create process for sharing graduate survey data and using information to update webpages and degree sheets. • Manufacturing Department to confirm with College of Technology what advising pathway resources exist to post on website. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2021
<p>c. 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><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • F/T sequencing in catalog but not on website or program sheets. • Courses critical for success not outlined on website, catalog or program sheets. • Drafts of F/T and P/T sequencing for programs have been created for our current programs. New program sheets outlining when courses are offered and prerequisites have been created – both need review and approval from faculty/program coordinators for posting on catalog, website, and print materials. Not sure how to proceed since programs are being consolidated at a system level. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Program Coordinators need to identify milestone courses for each program (courses needed to succeed in program). • Faculty need to review and approve when courses are offered (semesters offered) and make sure this information is consistent on catalog, website, program sheets, Degree Works (SEP) • Program maps need to be approved by faculty/program coordinators for both F/T and P/T sequencing. • New program sheets with prerequisites outlined and "semester

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		<ul style="list-style-type: none"> Only F/T, Fall start sequencing is created in DegreeWorks in for Student Education Plans (SEP) but SEP is not being used. 	<p>offered” info need to be approved by faculty/program coordinators.</p> <ul style="list-style-type: none"> Once both F/T and P/T sequencing and semester offerings are approved, need to create plans in DegreeWorks Unsure if above should proceed since programs are being consolidated at the system level. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> TBD see statement in bold above

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<p><u>Equity Considerations in Area 2:</u></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</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> No mandatory advising for new students 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Explore which “Intro” courses embed career/college exploration into courses.

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<p>program of study, and develop a full-program plan as soon as possible.</p>	<input type="checkbox"/> At scale	<ul style="list-style-type: none"> • First Year Experience required in General Studies and Liberal Arts; outcome for career exploration in FYE • Career Advisor meets with students in appointments and other events (Career Chats with Cat/Career Workshops). • Career Advisor presents on career exploration in some FYE sections each semester as well as other courses. • FOCUS2 Self-assessment available to all students including prospective students • FOCUS2 now includes non-credit programs for further career exploration • Purchased “What Can I Do With This Major” for students as a career exploration resource • Advising works with Admissions to offer FOCUS2 Self-assessment to prospective students for free. • Open Houses include “major fair” that showcases program to help students explore potential majors • All manufacturing students take Career Awareness & Exploration course • Manufacturing offers paid internships to help students choose right fit 	<ul style="list-style-type: none"> • Explore how more new students can take FOCUS2 or other career self-assessment within first semester. • Explore how students will choose approved “Areas of Study” • Explore how to create plans for students – using DegreeWorks? Other technology? • FYE is optional in proposed One College Gen Ed – ideally would be required in each program to ensure all students meet career exploration and planning outcomes <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2021
<p>b. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Student mentors for ECE students • Tutoring for several subject areas and also study skills such as test taking, note taking, etc. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Have Program Coordinators define gateway courses for each major program area. • Gather data for student success in defined gateway courses

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	<input type="checkbox"/> At scale	<ul style="list-style-type: none"> • Embedded tutors in Math and English • Students can raise hand in Starfish “I Need Help In A Course” and faculty directly receive email and can respond • Faculty can create “Tutoring Referrals” in Starfish. 	<ul style="list-style-type: none"> • Determine which courses need special supports and then make available • List special supports on program webpages, marketing materials and actively promote to students <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2021
<p>c. Required math courses are appropriately aligned with the student’s field of study.</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"> • Math requirements are not aligned or even prescribed for most programs and are left open for students to choose • Manufacturing, engineering may be more appropriately aligned • ACME (system wide Math group – Alignment and Completion of Math and English) but in process of reviewing to determine appropriate math course for each area of study. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Waiting on ACME for alignment of math courses with areas of study <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • TBD
<p>d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses 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"> • College Transition program for Math and English (free, offered Fall, Spring, and Summer) • Several developmental education options for both Math and English including embedded and self-paced options • Tutoring available and instructor referrals to tutoring in Starfish 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Promote support services available including “Tutoring Referral” in Starfish • Do not have adequate resources to provide support for all poorly prepared students in all college level courses. Focused on Math and English. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • ongoing

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		<ul style="list-style-type: none"> • Admissions offers every student option to challenge placement test if student places into developmental courses. Challenge is specifically encouraged for those who place close enough to credit course level. • Manufacturing provides MFG Math I to prepare students for credited math in manufacturing programs 	
<p>e. 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>	<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"> • College Career Pathways (@ high school) – administer Accuplacer when applicable • High School Partnership Program (@ ACC) – administer Accuplacer when applicable • College Connections (Manufacturing) • Career Advisor visits high schools • Admissions provides preparation and practice materials on website and in a brochure, including an Accuplacer app. • ACC2 program for high school students • FYE and Public Speaking taught at CREC (high school students) 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue partnerships with high schools <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • ongoing

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<p><u>Equity Considerations in Area 3:</u></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>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Advisors are assigned upon registration to each student in a declared program but it is optional whether or not an advisor monitors every student's progress toward completion • Professional Advisors monitor by request only and not proactively because of lack of case management advising or mandatory advising for students • Degree Works exists to help students and their advisors see progress • Career Advisor monitors progress of WIOA and TAA students • Manufacturing does some proactive monitoring of progress. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Every student needs to be on a plan upon enrollment - dependent on technology to monitor. • Need more professional advisors to advise in case management model <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • TBD
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Students can view progress on DegreeWorks (degree audits) and what courses they need to take to complete designated program • DegreeWorks is explained in Orientation and New Student 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • More promotion of DegreeWorks with faculty and students; • Utilize FYE for training students on reviewing degree audits <p><i>Timeline for implementing next steps:</i></p>

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		<p>Workshops. First Year Experience also emphasizes using DegreeWorks for advising purposes</p> <ul style="list-style-type: none"> • Graduation workshops planned in pilot phase for Spring 2020 <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2018</p>	<ul style="list-style-type: none"> • ongoing
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Advisors meet with students and review progress on by request basis. • DegreeWorks has student educational plans (for only full time, fall start), but not fully used yet • Starfish Early Alert system notifies students and assigned advisors when students are not doing well in courses (attendance concern, missing/late assignments/in danger of failing). Additional outreach efforts exist (SOS program) for students who have 2 or more flags. Other connections get notification as well (Vet Coordinator, Probation Coordinator, PTK Advisors) • Starfish also includes additional referrals (Check out Homework Lab, Check out Magic Carpet, Check out Food Pantry) • Food Pantry created • Wellness Center to be up and running soon 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continuing to use Degree Works? If so, waiting on consolidated programs to program plans. • Waiting on choice of technology program for academic degree planning. • Continue using Starfish for early alert and SOS program for additional follow up with at risk students. • More staffing may be needed, such as “Retention Specialists” to conduct further intervention with at-risk students. • Unsure if will continue to use Starfish so have not fully implemented Intake form yet. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • TBD – dependent on Technology program purchase by system office

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		<ul style="list-style-type: none"> Created draft of Intake Survey to proactively refer students to resources in Starfish 	
<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"> Advisors educate students on limited access program requirements and how to research application requirements and prerequisites. Case by case basis – redirect students/educate on other options ECE students must have specific GPA to do Student Teaching Practicum Redirection is not systematic since advising is not mandatory When students are unlikely to be accepted in limited access programs, some students are advised to seek “stackable credentials” like certificates in phlebotomy and RMA to make them more marketable. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> More professional advisors are needed to ensure every student is being advised in a case management model. Mandatory advising may need to be explored. Without mandatory advising, we rely on students to contact us. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> TBD – mostly dependent on approval of Case Management Policy
<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 checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Course options include day, evening, online, hybrid Planning schedule is not informed by student needs/data Dean of AA is asking Program Coordinators to provide how courses are offered (in what kinds of formats) 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Need to understand what kind of data can be provided to inform scheduling. What kind of technology program will be purchased that can inform scheduling? <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2021 and TBD

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<p><u>Equity Considerations in Area 4:</u></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>	<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"> • Program reviews every 5 years include reviewing learning outcomes • Advisory boards include employers and sometimes transfer institutions • TAP Degrees aligned with CSU's • Articulation agreements exist with top feeder institutions 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue program reviews – ensure that learning outcomes are being reviewing and updated as necessary • Consolidation will require common learning outcomes <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • ongoing
<p>b. 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 active learning activities that program faculty intentionally embed into coursework.</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"> • Internships required in ECE, Human Services • Internship option in CJ • Manufacturing has internship options (employer sponsored) • Field trip options (D.C. trip, Oceanography) • Service learning opportunities occur based on faculty/staff initiative 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue to offer opportunities for to apply and deepen knowledge • Explore and catalog where these opportunities are intentionally embedded into coursework <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • ongoing

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> • SOC 190 –Self & Others – includes a 20hr community service requirement and is a required course in the majority of our academic programs • Externships in Health Care programs • Criminal Justice offers “field experience” in certain classes 	
<p>c. 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>	<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"> • Some programs are assessing program outcomes. • Course assessment informs assessment of program outcomes. • Program review every 5 years • Manufacturing uses ISO 9001 assessment • ECE undergoes NAEYC accreditation • Health Career Programs must complete competency-based checklists; National Certification – must keep track of pass rates as well as trends in strengths and improvements for programs 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Review how programs are assessing whether students are mastering learning outcomes in each program <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2021
<p>d. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</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"> • Faculty meet regularly (during Professional Development days, faculty council, discipline meetings) to discuss assessment results and to implement strategies or to revise courses and assignments to increase the outcome attainment. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue schedule of assessment to help inform professional development needs and help to improve teaching and learning process <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • ongoing

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		<ul style="list-style-type: none"> Each year, two outcomes are assessed, assessment team reports are submitted, and a plan for next two outcomes to be assessed is created 	
<p>e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</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"> ECE requires portfolio binder Liberal Arts/Fine Arts has optional portfolio Career Advisor assists students in creating resumes, LinkedIn accounts, social media presence through workshops, appointments, presentations. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Decide if other program areas should incorporate portfolios Continue promoting Career Services workshops, presentations, services Consult with program coordinators on necessity for portfolios in additional programs <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ongoing
<p>f. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<input 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"> CCSSE data shared but not regularly used to inform professional development or improvement of educational practice. Institutional Effectiveness survey data shared, but not regularly used to inform professional development or improvement of educational practice. Student evaluations used as part of individual conversation with faculty and Dean of AA (dependent on who Dean of AA is) 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Understand cycle of when CCSSE, SENSE, and Institutional Effectiveness are conducted, reported out, and what college does with results to inform professional development and improve effectiveness of educational practice. Review how student evaluations are used. Look into other data that may inform effectiveness of educational practice. <p><i>Timeline for implementing next steps:</i></p>

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		<ul style="list-style-type: none"> • Use own scantron version of course evaluation (not online version) that is required in each class section; student feedback is provided back to the instructor and to the Dean of AA 	<ul style="list-style-type: none"> • Spring 2021