

**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:** Santa Rosa Junior College

**Date:** April 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 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.

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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@cccoco.edu](mailto: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.

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?

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input checked="" 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 type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Not currently doing meta-majors.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Further inquiry into program mapping. This is the subject of ongoing conversation with no consensus yet on how to proceed.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> This item will never be systematic since it is not appropriately applicable to every discipline. Most CE disciplines already are mapped to employment goals, and many associates degrees are mapped to further education goals; other programs are designed for knowledge for its own sake, are available for transfer but have flexible and open-ended requirements and so are not so mapped and shouldn’t be.</p>	<p><i>Next steps:</i> Associates degrees and certificates need to be reviewed for clarity of pathway. Accessibility to all information is a priority and implementation is ongoing. Equity issues are being addressed in the form of cost of courses and programs, but not systematically for potential income. Inquiry is ongoing.</p> <p><i>Timeline for implementing next steps:</i></p>

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		Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	Academic year 2019-2020.
c. Detailed information is provided on the college's website on the employment and further education opportunities 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 above. This is not and never will be systematic because it is fundamentally inimical to the educational purpose of some programs, especially in the liberal arts. Associate's degrees in many liberal arts have a myriad of possible ends for employment or transfer with the result that too specific information would be arbitrary and useless to students.  Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	<i>Next steps:</i> The website will be reviewed and the information, where appropriate, will be updated.  <i>Timeline for implementing next steps:</i> Academic year 2019-2020.

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<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<p><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>  See above. Some degrees are elective-heavy as an inherent characteristic of the discipline, and a precise step by step map is uncalled for; rather, an array of choices for students from which to select according to their interests and in consultation with discipline faculty is more appropriate for those disciplines. In general our website is not very easy to navigate and that needs work.</p> <p><i>Term, if at scale or scaling:</i>  Click or tap here to enter text.</p>	<p><i>Next steps:</i>  Each department and discipline will review program maps and adjust where necessary for clarity for the student.</p> <p><i>Timeline for implementing next steps:</i>  Academic year 2019-2020</p>
<p>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>)</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>  Done. See catalogue and schedule of classes.</p> <p><i>Term, if at scale or scaling:</i>  Click or tap here to enter text.</p>	<p><i>Next steps:</i>  New because of AB 705. Will monitor results carefully.</p> <p><i>Timeline for implementing next steps:</i>  The results of AB 705 implementation will determine this.</p>

**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?

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<p><b>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b></p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>We have orientations, education plans, incentives for students to avail themselves of counselling services. 79% of new students now have an ed plan; 93% of continuing students have an ed plan. These percentages refer to non-exempt students, meaning not those enrolled for GED, personal interest, etc. Our student-to-counsellor ratio is too high, which is a problem. Our Equity plan is in process, and great attention is paid to disaggregated data regarding the success of historically underrepresented groups, and plans to close equity gaps are the subject of robust discussion. Assessment of underrepresented or high need students as disproportionately enrolled in programs that lead to lower remuneration careers is not currently being discussed.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i></p> <p>Explore ways to improve greater communication and collaboration between discipline and counselling faculty in academic advising; explore ways to institute a systematic first-year-experience program. Raise for discussion the equity prompts in this section.</p> <p><i>Timeline for implementing next steps:</i> Academic years 2019-2021.</p>

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<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</p>	<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>	<p><i>Progress to date:</i>  The PALS program is very popular with faculty and students and we would like to see it scaled up. Learning communities are also helpful here, but scaling them college-wide is not feasible.</p> <p><i>Term, if at scale or scaling:</i>  Click or tap here to enter text.</p>	<p><i>Next steps:</i>  Explore extending PALS and other similar programs.</p> <p><i>Timeline for implementing next steps:</i>  Fall 2019-Spring 2021</p>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<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>	<p><i>Progress to date:</i>  Implemented support class Math 215.</p> <p><i>Term, if at scale or scaling:</i>  This is about AB 705 implementation and is hard to say when this approach to bringing unprepared students up to speed will be successful or not. We will know more in a year: Spring 2020.</p>	<p><i>Next steps:</i>  Implementation monitored by Math Department.</p> <p><i>Timeline for implementing next steps:</i>  2019-20, 2020-21..</p>
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<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>	<p><i>Progress to date:</i>  Implemented support class Engl 50</p> <p><i>Term, if at scale or scaling:</i>  <b>This is about AB 705 implementation and is hard to say when this approach to bringing unprepared students up to speed will be successful or not. We will know more in a year: Spring 2020.</b></p>	<p><i>Next steps:</i>  Implementation monitored by English Department.</p> <p><i>Timeline for implementing next steps:</i>  2019-20, 2020-21..</p>



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<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  <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>  We still have a College Skills department providing some developmental math and English, A tutorial center and, more recently student success coaches. A number of student support services have been established to help students.</p> <p><i>Term, if at scale or scaling:</i>  Click or tap here to enter text.</p>	<p><i>Next steps:</i>  Explore ways to increase student success coaches program and Peer Assisted Learning Specialists (PALS) program, and expand tutorial services.</p> <p><i>Timeline for implementing next steps:</i>  2019-2020</p>
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p><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>	<p><i>Progress to date:</i>  We have many programs for High School Outreach, bridge programs, and have scheduled a meeting of our math faculty with all the high school math faculty in the county.</p> <p><i>Term, if at scale or scaling:</i>  We are very proactive here and should see even greater progress by spring 2020.</p>	<p><i>Next steps:</i>  Increase outreach and high school participation.</p> <p><i>Timeline for implementing next steps:</i>  2019-2020</p>

**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?

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<p><b>3. KEEPING STUDENTS ON PATH</b></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>            Counselors and faculty regularly check in with some students, but not all students. Re: Equity considerations, we sponsor much in the way of cultural competency and equity professional development in workshops, etc. Our counseling faculty are professional and equity minded; it is presumed they would not disproportionately advise underrepresented students into low income majors. There is no policing in place to insure that that doesn't happen. The idea of "unavoidable" support services is a problematic ethical issue that has not been fully debated at SRJC. For financial stability, we have a college food bank, are building student housing, active in low- and no-cost textbook solutions, have recently run a financial awareness campaign, and have a child care center.</p> <p><i>Term, if at scale or scaling:</i>            Click or tap here to enter text.</p>	<p><i>Next steps:</i>            More money from the State is needed to lower student to faculty ratios. Further inquiry and discussion on equity considerations.</p> <p><i>Timeline for implementing next steps:</i>            Up to the Legislature. We will continue to talk about the equity considerations in the academic year 2019-2020.</p>

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<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 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>  See above on website clarity and student-to-counsellor ratio. We have had a degree audit program for 15 years; we have started entering transfer work from other colleges, AP and IB credit/courses into degree audit, so students can now see a more complete degree audit to monitor progress.</p> <p><i>Term, if at scale or scaling:</i>  Click or tap here to enter text.</p>	<p><i>Next steps:</i>  Inquiry.</p> <p><i>Timeline for implementing next steps:</i>  2019-2020.</p>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><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>  Currently piloting Starfish. Athletics has an early alert system. All students receive midterm feedback.</p> <p><i>Term, if at scale or scaling:</i>  Click or tap here to enter text.</p>	<p><i>Next steps:</i>  Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i>  Click or tap here to enter text.</p>
<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>	<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>	<p><i>Progress to date:</i>  Click or tap here to enter text.</p> <p><i>Term, if at scale or scaling:</i>  Click or tap here to enter text.</p>	<p><i>Next steps:</i>  Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i>  Click or tap here to enter text.</p>

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<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><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>	<p><i>Progress to date:</i>  Click or tap here to enter text.</p> <p><i>Term, if at scale or scaling:</i>  Click or tap here to enter text.</p>	<p><i>Next steps:</i>  Inquiry into coordinated scheduling</p> <p><i>Timeline for implementing next steps:</i>  2019-2020</p>

**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?

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<p><b>4. ENSURING THAT STUDENTS ARE LEARNING</b></p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> This is a goal and function of some disciplines and not others. See above. We do not as of now disaggregate PSLO assessment data by race, income, age or gender and have no specific plans to. As a district we pay close attention to equity issues such as unconscious bias, and the district gives support for professional development in this area.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Discussion, inquiry.</p> <p><i>Timeline for implementing next steps:</i> 2019-2021</p>
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></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> That is the point of education.</p> <p><i>Term, if at scale or scaling:</i> Critical thinking across the curricula and active learning have always been emphasized as institutional values.</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>

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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	<p><i>Progress to date:</i> We have examples of each type of program mentioned, but how systematic or extensive faculty intentionally embed into coursework is unknown.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Research</p> <p><i>Timeline for implementing next steps:</i> 2019-2021</p>
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	<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> Faculty assess student learning in every class, course and program SLOs are assessed on a regular cycle.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
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 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> Disciplines engage in regular pedagogy discussions.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
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 <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Relevant to some disciplines, not relevant to others. Transfer Center helps students prepare their application packages, including formers, letters, essays, and personal insight questions.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
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 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	<i>Progress to date:</i> Click or tap here to enter text.  <i>Term, if at scale or scaling:</i> Click or tap here to enter text.	<i>Next steps:</i> Click or tap here to enter text.  <i>Timeline for implementing next steps:</i> Click or tap here to enter text.