**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT**

**CALIFORNIA COMMUNITY COLLEGES’ ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019, November 2019

**Institution Name: Date:**

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). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor’s Office NOVA system by your project leads.***

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 fall/winter 2020. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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| **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.

**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.

In fall 2018 the SOAA was 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 certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email [guidedpathwaysinfo@cccco.edu](mailto:guidedpathwaysinfo@cccco.edu).

For assistance in obtaining access to the NOVA system, please email [nova-support@productops.com](mailto:nova-support@productops.com).

| **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** |
| --- | --- | --- | --- |
| *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 2. 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)* | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 character)*  All programs have been organized into 7 “meta-major” areas being referred to as Areas of Interest. Additionally, an 8th area was created for Exploratory students designed to help choose an Area and then a program/major.  Term, if *at scale* or *scaling: Fall 2019* | *Next steps: (1,000 character)*  *Campus wide marketing and branding of all 8 Areas of Interest to include logos, affiliated colors, banners, wristbands, lanyards, and other marketing materials provided to the campus faculty and staff as well as for the students as they are affiliated with each Area of Interest.*  *Timeline for implementing next steps:*  Spring 2020 |
| **1. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)* | *Support Needed – Detail: (1,000 character)* |
| 1. 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. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 character)*  As part of Moorpark College’s Educational Masterplan , the strategic direction of Student-Centered Curriculum consists of several goals/efforts designed to ensure our programs provide access to employment and further education options such as high level of ADT options, articulation agreements, increase in CTE degrees and certificates, new PACE degree options for local working adults, creation of non-credit courses, on-going collaboration with K-12 partners, growth of Dual Enrollment programs, and increased outreach to the community. Additional efforts include Annual counselors’ breakfasts providing opportunities for dialogue, Regional Consortia Strategic Planning (Strong Work Force Plan), Advisory Committees of all CTE programs representing industry partners Pathways to 4-Year Institutions, development of UC Pathways, project ALAS (grant) aligning curriculum between regional community colleges (SBCC, MC,OC, VC) and CSU, Channel Islands, sharing high impact practices, and collaborations on grant projects with CLU.  Term, if *at scale* or *scaling: Fall 2019* | *Next steps: (1,000 character)*  *Continued growth in new CTE areas, Dual Enrollment, as well as increases in Distance Education offerings will enhance options to our service area. As program maps are being developed, career information is being included on the maps for students to learn and prepare for future career and education options related to their programs.*  *Timeline for implementing next steps:*  *Ongoing as new programs are created.* |
| **1. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)* | *Support Needed – Detail: (1,000 character)* |
| 1. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program. | *Place an X next to one:*  Not occurring  Not systematic  **X** Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Each Program Map being created includes both employment, salary, and career information as well as links to resources on those areas on the front page of the map. The maps will be displayed under each programs area on the website initially as a PDF document with long term plans to make them web based.  Term, if *at scale* or *scaling:*  *Spring 2020* | *Next steps: (1,000 character)*  *Finalize all Program Maps and complete campus wide vetting of all maps. Create PDF versions of maps and upload to new website scheduled for launch in Spring 2020.*  *Timeline for implementing next steps:*  *Spring 2020* |
| **1. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  X-Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)*  *Current website is going through complete redesign with anticipated date of March 2020 for new website launch. Resistance in loading too much information on the current/to be old site in hopes new site will be much more student friendly and better organized for a Guided Pathways framework.* | *Support Needed – Detail: (1,000 character)* |
| 1. 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. | *Place an X next to one:*  Not occurring  Not systematic  **X**-Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  In progress for all programs creating and finishing maps which detail courses required and which sequence to take courses in. Once completed, they will be posted onto website. Long term plans include entering maps into ed plan templates in Degreeworks software.  Term, if *at scale* or *scaling: Spring 2020* | *Next steps: (1,000 character)*  *Not all programs identified courses in program critical for success, this will be reviewed for future revisions of the maps.*  *Timeline for implementing next steps:* |
| **1. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)* | *Support Needed – Detail: (1,000 character)* |
| 1. Required math courses are appropriately aligned with the student’s field of study (*Note: This essential practice was moved from Area 2*) | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **X**-Scaling in progress  At scale | *Progress to date: (2,500 character)*  All program maps include recommended Math course appropriate for each program and are listed within the first or second semester of the map to ensure completion within first year of program.  Term, if *at scale* or *scaling: Spring 2020* | *Next steps: (1,000 character)*  *Upon completion of all maps they will be posted to college website as well as developed as ed plan templates within Degreeworks software.*  *Timeline for implementing next steps:*  *Spring 2020* |
| **1. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)* | *Support Needed – Detail: (1,000 character)* |

| **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** |
| --- | --- | --- | --- |
| **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? | | | |
| 1. HELPING STUDENTS Choose and ENTER A program PATHWAY 2. 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. | *Place an X next to one:*  Not occurring  Not systematic  **X**- Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Various on-boarding activities are being re-evaluated to improve exploring career options and programs of study. On campus support for students as well as increased support at the feeder high school locations will include an increase in outreach and Counseling support for applying for admission, applying for financial aid, academic advising and enrollment in first semester courses. Counseling courses are being increased at both the middle school and high school level via Dual Enrollment providing earlier access and exposure to learning and choosing programs. For Fall 2020, the FYE program will scale offering its COUN/COL course College Strategies to all new incoming students. Additionally, an online career assessment linked directly to our programs is being researched and designed for future implementation.  Term, if *at scale* or *scaling: Fall 2020* | *Next steps: (1,000 character)*  Development of online career assessment tool available for new students to easily access via our website for assistance in choosing programs. Program maps will serve as default education plans and follow up with Counselors will finalize and customize education plans.  *Timeline for implementing next steps:*  *Fall 2020* |
| **2. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s **major program areas**. | *Place an X next to one:*  Not occurring  **X**- Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Early Alert practices allow for student services staff/faculty to follow up with students as instructional faculty raise “flags” on students struggling in class and loops back to the instructor to close the loop on the follow up.  On campus student-support programs which serve academically underprepared students such as EOPS, GPS(FYE), Athletics, Veterans, and CHESS all have specialized tutoring sessions for their students in their specialized locations allowing for easy access.  Student Services Syllabus is available for instructional faculty to share with students and upload to Canvas shell to share of student support resources available.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *All instructional faculty will be provided a 2-3 slide powerpoint available for them to share at the beginning of class or to post on Canvas shell details regarding student support services available.*  *Timeline for implementing next steps:*  *Fall 2020* |
| **2. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training **X**- On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Training/Professional Development needed for Early Alert as platform for Early Alert was just changed to Starfish Software and faculty in need of training.* | *Challenge or barrier: (1,000 character)* |
| 1. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)* | *Place an X next to one:*  Not occurring  **X**-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Math courses such as College Algebra and Statistics have been redesigned to include co-sections with built in non-credit tutoring support.  Math bridges have been developed for student to take prior to start of math courses.  Embedded tutors and workshops are designed to support students in learning and completing math within their first year.  Math tutoring takes places in the Learning Center in the library as well as Math tutors are places in student support program areas such as EOPS, CHESS, FYE, etc.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* |
| **2. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. 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)* | *Place an X next to one:*  Not occurring  **X**-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Online and in person tutoring offerings via the Writing Center is provided for all students.  Additional tutoring support program “English After Hours” provided just in time tutoring scheduled to take place after time blocks of English sections offered.  Embedded tutors and workshops are designed to support students in learning and completing English within their first year.  English tutoring takes places in the Learning Center in the library as well as English tutors are places in student support program areas such as EOPS, CHESS, FYE, etc.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* |
| **2. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. | *Place an X next to one:*  Not occurring  **X**-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Student Success Coaches are available to meet and assist students in helping them to navigate academic and personal needs and connect them to the various campus resources available.  Peer Mentors have been assigned to 100 students to provide peer-to-peer support as a pilot program.  A workgroup of Guided Pathways is researching creation of a predictive analytics model designed to identify the “poorly prepared students” to ensure they are contacted and connected to a Success Coach and/or Counselor on campus within their first semester.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Determine predictive analytics model to be based on either self-reported information obtained from CCC Apply application and/or use of internal Argos reporting designed to determine students most likely to be “at risk”, followed by creation of an intentional follow up planned for intrusive intervention to provide support for the students.  *Timeline for implementing next steps:*  Fall 2020 |
| **2. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. 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. | *Place an X next to one:*  Not occurring  **X**-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Outreach programs such as Dual Enrollment at the high school and middle school levels and Rising Scholar program for middle school students provides access for students to learn of the programs and opportunities Moorpark provides early on, motivating them to be prepared upon enrolling in college.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* |
| **2. f. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |

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| 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** |
| **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? | | | |
| 1. KEEPING STUDENTS ON PATH 2. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. | *Place an X next to one:*  **X**- Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  For students who see a Counselor, a customized education plan is created and entered into DegreeWorks software which allows a student to follow and track their plan.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Creation of Student Success Teams which will be organized by Area of Interest will allow for Counselor as well as faculty/staff to review student success, progress, as well as equity data for all students within those programs in the Area of Interest, with an emphasis in academically underprepared students. Goals and follow up plans will be created upon reviewing the data.  *Timeline for implementing next steps: Fall 2020* |
| **3. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. Students can easily see how far they have come and what they need to do to complete their program. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Degreeworks is a college degree audit program located within the student portal which provides a space for a customized online education plan as well as progress to date worksheet which details progress completed and still remaining for degree.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Upon completion of the Program Maps, the goal is to load these maps as default ed plans into the template section of the Degreeworks software so all students have a default ed plan prior to meeting with a Counselor that can then be customized upon obtaining Counseling.  *Timeline for implementing next steps: Spring 2020* |
| **3. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)*  Many students are unaware of the software unless shown by a Counselor. If students have outside the district coursework, this evaluation is not visible in Degreeworks providing an inaccurate degree audit. Courses taken at the other two schools in our district do not appear as meeting requirements for major required courses which causes confusion for students. |
| 1. 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. | *Place an X next to one:*  **X**- Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* |
| **3. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. 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 | *Place an X next to one:*  **X-** Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* |
| **3. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. 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. | *Place an X next to one:*  Not occurring  **X**- Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  The program maps will provide both students and the faculty/department chairs an expectation of which terms classes would be expected to be offered.  There has been an overall increase in online, hybrid, and short-term class options created for students.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  The Student Success Teams organized by Area of Interest will allow for cross discipline dialogue to occur to ensure courses which support other programs do not conflict with each other causing barriers for students to complete in a timely manner.  *Timeline for implementing next steps:*  Fall 2020 |
| **3. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |

| **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** | |
| --- | --- | --- | --- | --- |
| **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? | | | | |
| 1. ENSURING THAT STUDENTS ARE LEARNING 2. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  At Moorpark, Student Learning Outcomes (SLO’s) and Program Learning Outcomes (PLO’s) are reviewed and revised among most Moorpark programs to ensure alignment, academic rigor, integrity, relevance, and currency.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* | |
| **4. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* | |
| 1. 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)* | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* |
| **4. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. 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. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* | |
| **4. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* | |
| 1. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* | |
| **4. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* | |
| 1. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* | |
| **4. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* | |
| 1. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* | |
| **4. f. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* | |
| 1. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* | |
| **4. g. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character* | *Challenge or barrier: (1,000 character)* | |

**Additional REQUIRED questions:**

|  |  |
| --- | --- |
| **Student Engagement and Support** | |
| **STUDENT ENGAGEMENT** | *Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor’s Office a system-wide qualitative measure of this effort.* |
| In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required) | *Place an X next to one or more:*  X- Student survey(s)  X- Students serve on campus GP advisory committee(s)  Student focus groups  X- Other: Classroom Visits |
| *Engagement Efforts - Details: (1,000 character)*  Students were actively engaged in the development of the Areas of Interest. Classroom visits to a variety of classes, including dual enrollment classes, were scheduled to distribute surveys to initially obtain feedback on the concept of “meta-majors’ as well as what support would have been helpful to them their first semester in helping to transition to college and pick a major/career. Additionally, feedback on choosing the actual meta-majors for Moorpark was again done in classroom visits and surveys. Classroom visits were also used to obtain feedback on drafts of the Program Maps being created. Drafts of the Guided Pathways plan was shared with student governance groups. Student participation on the Guided Pathways Steering Committee as well as the 4 design teams is highly encouraged and welcomed. |
|  | |
| **COURSE ALIGNMENT** | *How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)* |
| *Course Alignment - Details: (1,000 character)* |

**Additional OPTIONAL questions:**

|  |  |
| --- | --- |
| **Success Story** | |
| **SUCCESS STORY** | ***Optional:*** *Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor’s Office will not share the information with outside parties without first obtaining your college’s consent. Note: All fields are required should you choose to include a success story.* |
| *Title:* Development of Program Mapping | |
| *Follow-up Contact Person(s): Beth Miller* | |
| *Challenge: (1,000 character)* | |
| *Success Story: (10,000 character)* | |
| *Outcomes: (1,000 character)* | |
| *Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:*  X- Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.  X-Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU  X-Decrease the average number of units accumulated by California Community College students earning associate degrees  Increase the percent of exiting CTE students who report being employed in their field of study  X-Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups  Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults | |