

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
 Revised February 2019

Institution Name: College of the Canyons

Date: 12/23/19 Jasmine Edits from Classified Feedback

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 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 of study</u>

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.

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>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".</p> <p>Equity Considerations in Area 1:</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>MAPPING PATHWAYS TO STUDENT END GOALS</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>	<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	<ul style="list-style-type: none"> • Over 100 faculty, staff and administrators participated in the Mapping and Meta-Majors retreat on August 24, 2018. This retreat marked a very important step in advancing the Guided Pathways efforts under the Canyons Completes umbrella at College of the Canyons. • September 11, 2018 the Institutional Effectiveness and Inclusive Excellence (IE)² committee unveiled the recommended Meta-Majors that resulted from the August 24 retreat and subsequent workgroup meeting. • Beginning in October 2018, the team 	<p><i>Next steps:</i></p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • spring 2020: Build maps in Program Mapper for all degrees. • spring 2020: Submit all maps for credit certificates to Curriculum Committee for review. • Summer 2020: Build maps in Program Mapper for all certificates. • spring and Summer 2020, in preparation for fall 2020 -- Develop promotional materials for all meta-majors and program maps. • February 2020, 2-year maps for all

column 2 - when? [term at least]
 Having this info can help us prioritize
 column 2 quantitative

column 3 - quantitative
 qual →

<p>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>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<ul style="list-style-type: none"> • Several programs created course sequences for their majors for full-time students. • Academic programs engage in an annual program review to ensure that students are being served and that learning is happening in the classes. Student Learning Outcomes, Program Learning Outcomes, course completion, program completion, etc. are all reviewed to focus on student learning. Faculty then assess the program needs, program outcomes and reviews/assessments to requests for budget and future objectives. • Opened The Hub in September 2019 to help students assess their skills, abilities, and interests and connect those assessments to their academic and/or career goals. • Increased support and guidance for program advisory boards to ensure that career programs are meeting expected industry standards and improved dissemination of information. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<ul style="list-style-type: none"> • Once the two-year program plans are revised, these program maps need to be embedded in the My Academic Plan (online comprehensive educational plan). • Counseling and Math faculty are working together to ensure students select the right math pathway (BSTEM or non-STEM) for their major. <p><i>Timeline for implementing next steps: AY 2019-2020 AND BEYOND</i></p>
<p>c. Detailed information is provided on the</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • All Career Education websites were revamped to convey employment 	<p><i>Next steps:</i> The Equity-Minded Practitioners workgroup will conduct an "equity walk" of</p>

<p>clearly identified. All this information is easily accessible on the college's website.</p>		<p>identified on the sequence charts. Moreover, the maps need to be approved by the Curriculum Committee and Academic Senate before they can be built in the Program Mapper tool.</p> <ul style="list-style-type: none"> • Academic Affairs, working with deans and department chairs, used available program maps to create a course sequencing of a dozen programs popular at the Canyon Country Campus. Academic Affairs worked with PIO and the VP of Canyon Country campus to develop marketing for these pathways. While this practice did not result in the advertisement of these pathways, it did result in a clarification of governance processes related to the creation of academic pathways. • Post the meta-majors on the college website, which will serve as a starting place for exploration into more specific majors. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>curricular requirements sequenced and mapped along with the course sequences (AAC&U Road Map Project).</p> <ul style="list-style-type: none"> • Pathways need to consider entry skills and convey next academic or career steps for students to provide a comprehensive vision of the student's entire pathway. • Build program maps and/or link Program Mapper clearly from each of the meta-majors (Schools). Continue to improve the website re-design so that program maps are easy to find. • To ensure clear mapping, the correct math pathway must be embedded into the My Academic Plan for students as it relates to their specific major and transfer institution. • Design and implement student success teams to support the meta-major groups. <p><i>Timeline for implementing next steps: AY 2019-2020 AND BEYOND</i></p>
<p>e. Required math courses are appropriately aligned with the student's field of study (<i>Note: This essential practice</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></p> <ul style="list-style-type: none"> • The College has developed a very successful "statistics" pathway for non-BSTEM (business, science, technology, engineering and math) students. However, improvements are being made to ensure that 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Ongoing meetings between Counseling and Math department faculty as well as staff in the Assessment and Outreach centers need to occur to clarify and clean up messaging for 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?

A.

HELPING STUDENTS CHOOSE AND ENTER A PATHWAY

a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Progress to date:

- The College has a Counseling 110: Career and Life Planning course and has just hired a new Career Counselor. However, these courses and career exploration is not required and happens sporadically.
- A full-program plan is a SSSP requirement, but the use of the online tool is not scaled.
- Implemented MAP labs for students to meet with advisors to discuss career and major selection prior to building their MAP every Thursday and Friday.
- Redesigned the onboarding process for all students to meet with an advisor one on one. The advisors meet with the student directly after placement. The assessment and advising team are an integral part to the development of the educational planning for new students.
- Redesigned the assessment to be AB 705 compliant and ensure we were able to assess students needs as well as the math and English levels.
- Opened The Hub in September 2018 to help students assess their skills, abilities and interest and connect those assessments to their academic and/or career goals.

Next steps:

- Consideration for a summer bridge or noncredit version of Counseling 110 available to all students who are Pathways students is in progress with counseling faculty writing the course.
- Upscale the marketing to our students and prospective students to use the MAP product after their career choice and major has been selected.
- Complete Career Trees and Program Copy Points for all programs by the end of Fall 2019.
- fall 2020: Schedule a *College Day* event for high school students that showcases academic programs that leverages the work completed through consultation with Mr. Perna.

Timeline for implementing next steps: AY 2019-2020 AND BEYOND

Progress to Date heavy

<p>in the “gateway” courses for the college’s major program areas.</p>	<p>At scale</p>	<p>service and are not required to participate. English and Math have made significant strides to provide systematic support.</p> <ul style="list-style-type: none"> ● Programs designed to ensure student success are largely “opt- in” style programs. The English department has redesigned English Composition as a result of AY 2 elimination of all below transfer-level English. The math department added co-requisite support for Statistics, College Algebra and Trigonometry in response to AB 705. ● Center for Excellence in Teaching and Learning (CETL) offers professional development coursework for faculty in Culturally Relevant Teaching Practices. ● The College Office of Institutional Research, Planning and Institutional Effectiveness (IRPIE) regularly produces a “Top 20 Historically Difficult” courses list to assist faculty and department chairs with assessing where course roadblocks exist for students. ● The College Office of Institutional Research, Planning and Institutional Effectiveness (IRPIE) produced a research brief on the courses with a high proportion of “Ws” and “FWs”. ● The IRPIE office produces a “HEAT MAP” every few years to provide 	<p>strategies for addressing gaps.</p> <ul style="list-style-type: none"> ● <i>Canyons Connects</i> will fully launch in spring 2020 with TLC referral, counselor flag/referral and triage of academic and socio-emotional concerns. <p><i>Timeline for implementing next steps: 2019-2020 AND BEYOND.</i></p>
--	-----------------	---	---

<p><i>practice was added to the SOAA in February 2019)</i></p>		<ul style="list-style-type: none"> ● TLC offers Math test review jams and weekly review sessions for students in most math classes, including gateway courses. ● A support course (Math 90 co-requisite course) has been created to pair with Math 140 (college-level) for students who need additional support. The support course Math 092 was developed to be a co-requisite for Math 102, and Math 093 was developed for the Math 103 course. ● A Math 100 (Math for Liberal Arts) has also been created and launched in fall 2019. ● The math department has worked closely with Counseling and Admissions and Records to create a math guidance system to help continuing students with the transition from the current placement system to new courses and processes. <p><i>Term, if at scale or scaling: Scaling in fall 2019</i></p>	<p>regarding student persistence, retention, and completion.</p>
<p>d. Special supports are provided to help academically underprepared</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> ● All students enter college-level English 101 beginning in fall 2019. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ● fall 2019 launch. spring 2020 adjustment.

<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>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The College maintains an excellent relationship with the William S. Hart Union High School district, the only high school district in the SCCCD. Career coaches are at several of the local area high schools to work with students to develop academic and career plan in their sophomore and junior years. • The college now offers a robust catalogue of courses in both concurrent and dual enrollment at each of the high schools in the district. Personnel from both the Hart District and College work effectively to establish policy and procedure, and handle logistics to coordinate offerings. • Additionally, the Math faculty at the College meet regularly with their high school counterparts to discuss issues related to curriculum and placement. Several career education and transfer faculty also maintain regular meetings. Every year the College hosts a Counselor Day for all local area HS counselors to learn more about College' programs and services. • The College busses the high school seniors from each high school campus to the Valencia College of the Canyons campus to conduct the 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Financial resources are needed to bring the career coach program to scale. • Ongoing review and dialogue around concurrent and dual enrollment needs to occur in AY 2019-20 to improve process, procedures, and class selection. • Re-establish a consortium between high school and college English faculty to discuss and coordinate curricular alignment. <p><i>Timeline for implementing next steps: AY 2019-2020 AND BEYOND</i></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
<p>Equity Considerations in Area 3:</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>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>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <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 and counselors in selected programs for special populations (Student athletes, EOPS, DSPS, etc.) collect data and monitor student progress. However, this is not occurring for students overall. • The Hub is now advising and monitoring how far along a student is toward completing their program requirements (effective fall 2018) for new, returning and "undecided" students. <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Development of Student Success Teams that will have a "caseload" of students from various schools to allow for peer check-ins, faculty mentors, advising, and counseling services. <p><i>Timeline for implementing next steps: AY 209-2020 AND BEYOND</i></p>
<p>b. Students can easily see how far they have come and what they need to</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • My Academic Plan (comprehensive education plan) is available to all students and shows their progress 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Implement the marketing plan for the MAP product.

		<p>Early Alert) workgroup has been working on system configuration, flags, messaging, and workflow for the Starfish program. The implementation and technical teams finished configuring the system May 2019. The platform was piloted and phased in at the start of fall 2019. A full launch with full system capability and program support will begin spring 2020.</p> <ul style="list-style-type: none"> • Currently, if a student has reached academic probation, they attend a mandatory orientation, have a peer contact, and are given personal follow up from a counselor. Implemented peer-check-ins prior to going on probation (effective fall 2017). • Other support provided to help students stay on the path include the BANC (basic needs, food pantry), information sessions on Raising awareness on Homelessness on campus, RISE (foster youth) program, connecting students with community organizations, and providing access to showers from 7am to 7pm in the PE facilities. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Timeline for implementing next steps: AY-2019-2020</i></p>
d. Assistance is provided to	<input type="checkbox"/> Not occurring	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Only Nursing provides remediation 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue offering workshops and

<p>as short a time as possible.</p>		<ul style="list-style-type: none"> ● Implemented more short-term accelerated course offerings for students on a more systematic basis. ● Developed an inquiry to pull the data from the MAP to see what courses students have planned to take. ● Conducted focus groups on MAP and PIO's Schedule at a Glance. Results were used to inform marketing and other changes for MAP. ● Peer advisors conducted in-class presentations on the need to use MAP (effective fall 2017). ● Offer courses at multiple locations to provide accessibility to students to complete their program in a timely manner. ● Scheduled Math support courses right after the math course to allow for ease of scheduling. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Timeline for implementing next steps:</i> AY 2019-2020 AND BEYOND</p>
-------------------------------------	--	--	---

<p>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>example, our Sociology 101 courses engage in "SIMROC" -- a societal simulation game that applies theory to practice as students engage in teams to establish societal rules, address challenges posed by faculty and other teams, etc. Theatre students in Theatre 110 work in teams to create production seasons, design costumes, develop production budgets, and address other real-world tasks that require them to work in teams and problem-solve. Examples like this exist across programs; however, rarely are such examples shared campus-wide.</p> <ul style="list-style-type: none"> ● In fall 2018 we established an experiential learning work group and assigned our Career Technical Education dean oversight of integrative, experiential, and problem-based learning. Faculty are now engaged in this work, attending conferences spring 2019 and summer 2019 on problem-based learning and design thinking. The work group will prepare and deliver flex workshops and help train faculty on methods for including and/or expanding integrative learning into their courses. ● Integration and utilization of the 	
---	--	--	--

		student's program of study (effective spring 2018).	
		Term, if <i>at scale</i> or <i>scaling</i> : fall 2019	
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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not occurring Not systematic X Planning to scale Scaling in progress At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> Faculty engage in regular SLO assessment. More work needs to be done to ensure that students are gaining and mastering skills across an entire program. Much work and leadership has been demonstrated by career education departments and the science departments to ensure that mastery level learning is happening across the department/program. Program coordinators and department chairs have been tasked with making improvements in this area, primarily to ensure accreditation compliance. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> With the on-boarding of eLumen, ensure all SLOs are aligned from the course, program, department, and institution. These data will be in each program review. Faculty are attending meetings with each department chair to review the data and ensure it is in eLumen correctly. <i>Timeline for implementing next steps: fall 2019 and beyond</i>
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic X Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> Several departments surveyed indicated that they engage in regular dialogues with all faculty in their department as part of the SLO "loop-closing" process. These departments indicated that these conversations lead to changes in curriculum and improvements in 	<i>Next steps:</i> <ul style="list-style-type: none"> The Accreditation Taskforce has a work group addressing the integration of all student outcomes with college planning processes, including integration with the Institutional Effectiveness and Inclusive Excellence steering committee.

		<p>reflects the out of classroom experience the student has completed while at College of the Canyons. This is used for both employers and transfer institutions.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</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"> ● Under the Title V action items, the College offers multiple workshops for faculty on cultural diversity and equity each year. This is conducted and delivered based on the data provided by our disproportionate impact reports. ● Finalized culturally relevant pedagogy course for faculty through the Center for Excellence in Teaching & Learning. Course has been offered twice since spring 2019 with waitlists. ● Since 2015, there have been more than 30 different workshops/trainings on culturally relevant pedagogy, implicit bias, and related topics through the Title V grant and Equity funds. ● The Guided Pathways leads, including the Academic Senate president, meet with the faculty professional development committee to design the 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ● Continue to review data as needed to develop targeted on-going professional development. ● Increase Classified leadership amongst our guided pathways efforts. For example in the Institutional Effectiveness and Inclusive Excellence committee, we have asked Classified personnel to join in the leadership team. ● Create and expand Guided Pathways workshops in conjunction with the faculty and classified staff. ● Continue to monitor the progress of the BANC and increase the services to our students as we learn of more needs. ● Over the next year, work closely with the Classified Leadership to develop more ways in which the classified staff lead the efforts in becoming a guided pathways

		<ul style="list-style-type: none">• Hosted Guided Pathways forums to provide space for faculty and staff to have conversation and get input on the guided pathways efforts.• Hold monthly meetings with classified guided pathways champions. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
--	--	---	--