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 Alameda   **Date:** 3/18/19

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College is has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for all students
At scale	Practice is implemented at scale—that is, for all students in all programs of study

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

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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@cccco.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.

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** a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** Departments/faculty leads were identified for the Mapping Cohort 1 group efforts. Cohort 1 training took place on March 1. A mapping workshop for all faculty members who teach in programs with ADT's took place COA Flex Day (March 21). Faculty began working on their maps with the support of counselors. **Term, if *at scale* or *scaling*:** Spring 2019 - The goal is to have program maps for each of our degrees by the end of Spring 2019.	***Next steps:*** Initial local AA and ADT maps to be created by faculty and counseling liaison. Mapping for part-time students will follow the completed mapping for full-time students. Once maps for our current degrees and certificates are complete, we will add recommended GE to the maps and sort programs into meta majors based on map similarities. ***Timeline for implementing next steps:*** Spring 2019 - Complete full time, 2 year maps for all associate degrees. Fall 2019 - August Flex Day - Faculty will work with cross disciplines and with Counseling partners to add general education to the maps. Program maps completed and grouped into meta-majors September - Analyze the maps for overlapping courses.

			October Flex Day - Sort existing degrees and certificates into meta majors. December 2019- Create part time maps. 2020 - Publish maps on each of the degree webpages and determine institutional process for the upkeep of each degree map.
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.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** Course catalog edits have been submitted by all departments, and these contain updated employment paths as well as courses required for both local AA degrees and transfer degrees. Redesign of COA website includes space for department's web pages to current add labor market information. **Term, if *at scale* or *scaling:*** N/A	***Next steps:*** As part of 2019-2020 mapping (see 1.a.), departments will be prompted to consider their programs in a context of future educational and employment opportunities as meta majors are developed. ***Timeline for implementing next steps:*** 2019-2020
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** In March 2019, the College of Alameda (COA) website was updated to include "Recommended Course Sequence" and "What Can I Do with a Degree in…?" sections in order to direct students in their career pursuits.	***Next steps:*** Research options and choose a source for external career content (ONet Online, What Can I do With This Major.com, Career OneStop) that will best enhance the career and labor market information we make available to students. Work with departments and meta major clusters to add robust content on their degree web pages related to career information. This information will include

		Gainful Employment information is currently listed for most of the Career Education (CE) programs at COA. CoA has recently adopted MyPath, which builds career exploration and information into the onboarding process for new students. Non-credit certificates are offered in some departments; these are available at no cost to students. **Term, if *at scale* or *scaling*:** N/A	gainful employment info and connects to existing portals/sites. ***Timeline for implementing next steps:*** 2019-2020
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.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** Instructional faculty and their counseling partners are currently creating program maps for local AA, AS, and ADT degrees. Faculty are asked to identify key courses and other milestones in their degrees. Mapping for part-time students will follow the completed mapping for full-time students. At present, Apparel Design and Merchandising, Automotive Technology, Business and Accounting, Dental Assisting, and Diesel Mechanics departments indicate recommended courses sequences on the COA website. **Term, if *at scale* or *scaling*:** N/A	***Next steps:*** Course sequence recommendations will be listed based on program maps and accessible to students. ***Timeline for implementing next steps:*** 2019-2020

| e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*) | ☐ Not occurring
☐ Not systematic
X Planning to scale
☐ Scaling in progress
☐ At scale | *Progress to date:* Program maps that are being created in Spring 2019 include recommended math courses for those degrees that specify a math requirement.

Term, if at scale or scaling:
N/A | *Next steps:* Math Department faculty will review all program maps and make math course recommendations for those degrees that do not have a recommended math course embedded in the program requirements.

Timeline for implementing next steps:
2019-2020 |

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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?			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM 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 x Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* As a part of the current onboarding process, all incoming students are directed to complete a career assessment and the results are available to counselors during the students' first appointment. CoA has recently adopted MyPath and has created a cross-functional implementation team to customize the portal to our	*Next steps:* Develop meta majors to encourage student exploration. Create "Discovery Semester" or "Safe Semester" for each meta major cluster. Embed career exploration into this first semester. Engage faculty on including career exploration into selected survey courses.

		campus. This portal includes career assessment and exploration information. Students who are still exploring major and career choices are encouraged to register in Counseling 57 - Career and Life Planning. **Term, if** *at scale* **or** *scaling:* Spring 2019	Educational plans will become embedded into systems of support within a student's first year. ***Timeline for implementing next steps:*** 2019-2021
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** As part of our spring 2019 mapping project, programs are being asked to identify gateway courses within each degree. **Term, if** *at scale* **or** *scaling:* Spring 2019	***Next steps:*** Continue in the program mapping process to identify gateway courses. Identify additional support services by program to support students in gateway courses. ***Timeline for implementing next steps:*** 2019 - 2021
c. 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)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	***Progress to date:*** Math courses required for all degree and transfer-level programs have a series of support services to meet the needs of underprepared students. This includes new AB705 support services (ie corequisite support course, embedded support services) for most initial transfer math courses. **Term, if** *at scale* **or** *scaling:* Fall 2019	***Next steps:*** Full implementation of support services and supplemental instruction by Spring 2020. Based on Fall 2019 data, adjustments will be made. ***Timeline for implementing next steps:*** 2019-2020
d. Special supports are provided to help academically underprepared students to	☐ Not occurring	***Progress to date:***	***Next steps:***

succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	English courses required for all degree and transfer-level programs have a series of support services to meet the needs of underprepared students. This includes new AB 705 support services (i.e. co-requisites, embedded support services). Non-credit course development is underway for additional support. **Term, if *at scale* or *scaling*:** Fall 2019	Full implementation of support services and supplemental instruction by spring 2020. Based on Fall 2019 data, adjustments will be made. ***Timeline for implementing next steps:*** 2019-2020
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** Currently CoA offers ESOL 541A/B in the community through partners to support adult learners. The classes are designed to transition ESOL students into college coursework. The courses, however, do not currently connect directly into college-level English sequences. LRNE 505 which is a course focused on the transition into community college. **Term, if *at scale* or *scaling*:**	***Next steps:*** ESOL 541C/D are being offered/added in the sequence. Discussions are occurring with Northern Alameda Consortium to plan for transitions of students who attend adult school into CoA ESOL coursework. Math and English courses/content are being provided for students that need additional support to be successful in college-level courses. ***Timeline for implementing next steps:*** 2019-2020
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.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** CoA's Associate Dean of Educational Success currently works with local school districts to offer dual enrollment courses at feeder high schools. These courses are not currently linked to particular pathways.	***Next steps:*** Work with faculty and engage in conversation with K-12 district leadership to identify dual enrollment courses that link to intentional pathways. As part of 2019-2020 mapping, programs will be asked to identify course/s that are well-suited for a high school population.

		As part of the CoA mapping process, faculty are asked to identify those programs of study that can't be completed in two years to identify programs that could benefit most from dual enrollment courses to give students the opportunity to begin in high school. **Term, if *at scale* or *scaling:***	As (meta major) exploratory courses are developed high school students will be encouraged to enroll. ***Timeline for implementing next steps:*** 2019-2021

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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?			
KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	X Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** N/A **Term, if *at scale* or *scaling:***	***Next steps:*** Explore models for cross-functional Completion Teams. ***Timeline for implementing next steps:*** Spring 2020.
b. Students can easily see how far they have come and what they need to do to complete their program.	X Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** Our technology we are using that has the potential to track student progress is not effective and under resourced. **Term, if *at scale* or *scaling:***	***Next steps:*** This requires district-level coordination and we have expressed our interest to implement a common tool. ***Timeline for implementing next steps:*** 2019-2020?
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.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** We recently expanded access to Starfish early alert which allows faculty to identify underperforming students and make referrals to campus resources. Starfish has been piloted and was then offered as a voluntary resource for additional faculty.	***Next steps:*** We plan to scale Starfish implementation across campus. Professional development will be needed to encourage and educate faculty to use the tool. We will need to revamp the ways students are cohorted and assigned to

			counselors. As meta majors are developed, a case management model will be designed to support students. ***Timeline for implementing next steps:*** 2019-2021
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.	Ҳ Not occurring/ NA ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** CoA doesn't currently have programs that have long wait lists or have high barriers for entry. **Term, if *at scale* or *scaling*:**	***Next steps:*** N/A ***Timeline for implementing next steps:***
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.	☐ Not occurring ☐ Not systematic Ҳ Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** The college is currently in the process of moving all applicable courses/disciplines to the same block schedule. The deans, VPI and scheduler are working on room usage software to connect facilities availability discussions to programs and their annual discipline scheduling. Since January 2018, chairs and deans have been scheduling course offerings on an annual basis. **Term, if *at scale* or *scaling*:**	***Next steps:*** Once the Guided Pathways/meta majors are created, we will tie scheduling to the two-year program mapping, etc. Because we are in a multi-college district in which campuses are in close proximity, efforts must be made to coordinate scheduling across the district. ***Timeline for implementing next steps:*** 2019-2021

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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?			
ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** Faculty leaders in each discipline are involved in the process of outcomes assessment for all courses and programs. Engagement of faculty campus wide has been challenging and thus not systematic. Campus-wide discussions/trainings are being planned around outcomes assessment, equity, and student needs yet are not integrated within a Guided Pathways framework. **Term, if *at scale* or *scaling*:**	***Next steps:*** Set dates for 2019-20 SLO/PLO/SAO discussions/training, and ensure they are connected with the Guided Pathways meta majors. ***Timeline for implementing next steps:*** By September 2019 outline trainings and set schedule.
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. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** This work is being carried out in a variety of programs across campus. However, further professional development opportunities need to be put in place that focus directly on these and other pedagogical topics to support teaching and learning. **Term, if *at scale* or *scaling*:**	***Next steps:*** Leverage Guided Pathways and other funding to bring experts to campus for training faculty. Explore the development of a teaching and learning center at CoA. ***Timeline for implementing next steps:*** 2019-2021

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.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** This work is being carried out in a variety of programs across campus. However, further professional development opportunities need to be put in place that focus directly on these and other critical pedagogical topics. Discussions are occurring to implement a service learning course to support meta major exploration. **Term, if *at scale* or *scaling:***	***Next steps:*** Leverage Guided Pathways and other funding to bring experts to campus for training faculty. Explore the development of a teaching and learning center at CoA. Implement a service learning course to support meta major exploration. ***Timeline for implementing next steps:*** 2019-2021
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.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	***Progress to date:*** Assessment of student learning outcomes is happening in each area of the college. Programs are all working on implementation of a new SLO/SAO assessment management software (CurrIQunet meta) and will be back to full scale, regular implementation during the 2019-20 academic year. Program level outcomes have not been reworked or augmented using a Guided Pathways framework. **Term, if *at scale* or *scaling:*** Spring 2020	***Next steps:*** Finish implementation of SLO/SAO software, continue training of faculty in outcomes assessment, etc. Clear and concrete connections must be made between our current learning outcome work and Guided Pathway meta majors. This work will be led by the Institutional Effectiveness Committee. Explore the development of a teaching and learning center at CoA. ***Timeline for implementing next steps:*** Ongoing.
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress	***Progress to date:*** All programs use/review outcomes as part of the Program Review and Annual Planning Update process however this is	***Next steps:*** Further training will be planned for faculty/administrators on outcomes assessment with intention for campus-wide improvement of student success.

	☐ At scale	not aligned with a Guided Pathway framework. **Term, if _at scale_ or _scaling:_**	Clear and concrete connections must be made between our current learning outcome work and Guided Pathway meta majors. **_Timeline for implementing next steps:_** 2019-2022. Ongoing.
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	**_Progress to date:_** This happens mainly in some of the career education and other academic disciplines. **Term, if _at scale_ or _scaling:_**	**_Next steps:_** Future campus discussions are needed in this area and align with a Guided Pathways framework. **_Timeline for implementing next steps:_** 2020-21 academic year.
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	**_Progress to date:_** College of Alameda participated in CCSSE in 2017 and results were used in the integrated planning process. Data was used to add to the student story of disportionate impact. **Term, if _at scale_ or _scaling:_**	**_Next steps:_** Future campus discussions are needed in this area and align with a Guided Pathways framework. **_Timeline for implementing next steps:_** 2019-2021 and beyond……...