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

Revised May 2019

**Institution Name: Southwestern Oregon Community College Date: April 2019**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, student services staff, and administrators from across divisions at your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall 2018. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

|  |  |
| --- | --- |
| **Scale of Adoption** | **Definition** |
| *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.

**A new addition to the SOAA: Equity Considerations**

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

We have updated the SOAA to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Rather, we hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

**Please submit the completed SOAA to Elizabeth Cox Brand (elizabeth@occa17.com) by May 1, 2019**. For more information, or if you have questions about the SOAA, please contact Elizabeth.

| **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” as well as during the follow-up call with CCRC.*  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. 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  ☐ Not systematic  ☐ Planning to scale  X Scaling in progress  ☐ At scale | *Progress to date:*   * CTE degree maps are completed. * Most academic transfer disciplines have an initial draft of guided pathways map to a degree or career. * Developmental Education Maps are completed.   Term, if *at scale* or *scaling*: | *Next steps:*   * Complete draft maps for all transfer degrees. * Revise maps to specific university.   *Timeline for implementing next steps:*   * End of spring term 2020 |
| 1. 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:*   * New website is in planning stages and will be launched June 30, 2019   Term, if *at scale* or *scaling*: | *Next steps:*   * Voluntary career assessment for applicants * Workforce information placed on degree website. * Current student career support services need to be developed   *Timeline for implementing next steps:*   * Ongoing |
| 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. | ☐ Not occurring  ☐ Not systematic  X Planning to scale  ☐ Scaling in progress  ☐ At scale | *Progress to date:*   * CTE maps are completed. * Transfer degree guided pathways maps need to be completed before milestones can be identified.   Term, if *at scale* or *scaling*: | *Next steps:*   * Complete initial mapping. * Identify milestones * Degree audit to be completed by Fall 2020 * Work on getting pathways maps onto website   *Timeline for implementing next steps:*   * Fall 2020 |

| **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. | ☐ Not occurring  ☐ Not systematic  ☐ Planning to scale  X Scaling in progress  ☐ At scale | *Progress to date:*   * Advisor redesign in progress will be to scale Fall 2019 * Every student will meet with an advisor at intake. Advisor will review placement discuss career and degree interests and help develop a course schedule. Students will develop a full educational plan as they decide on a course of study and continue to work with their advisor. Guided pathway program plans are developed to make this process easier * Term, if *at scale* or *scaling*: Fall 2019 | *Next steps:*   * Guided Pathways Advising Course * Develop intake process and check sheet * Train advisors on new intake process * Implement functional degree audit for use by advisors.   *Timeline for implementing next steps:*   * Fall 2019 |
| 1. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English. | ☐ Not occurring  X Not systematic  ☐ Planning to scale  ☐ Scaling in progress  ☐ At scale | *Progress to date:*   * Some disciplines offer grant funded Supplemental Instruction for gateway courses. Such as sciences and social sciences. * Tutoring is available for most courses in the Laker Commons. Gateway courses have not been identified   Term, if *at scale* or *scaling*: | *Next steps:*   * Identify gateway courses * Assess the effectiveness of supplemental instruction.   *Timeline for implementing next steps:*   * Fall 2019 |
| 1. Required math courses are appropriately aligned with the student’s field of study. | ☐ Not occurring  ☐ Not systematic  ☐ Planning to scale  X Scaling in progress  ☐ At scale | *Progress to date:*   * Math courses are aligned with state community college standards. * As guided pathways are fleshed out, math courses in some programs might fall short of industry standards   Term, if *at scale* or *scaling*: Spring 2020 | *Next steps:*   * Continue to monitor alignment   *Timeline for implementing next steps:*   * Ongoing |
| 1. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. | ☐ Not occurring  ☐ Not systematic  X Planning to scale  ☐ Scaling in progress  ☐ At scale | *Progress to date:*   * Writing has put in place writing co-requisite model and is in the early stages. * Through Developmental Ed. Redesign we combined reading and writing into one course and collapsed other previously required courses. * Developed alternative math track for STEM and non-STEM students. * Developed multiple measures placement methods to provide more accurate initial placement. * STEP grant to provide intensive wrap care supports to poorly prepared students * TRIO SSS supports poorly prepared students who are first generation. * Title III grant advisor provides support for part time students.   Term, if *at scale* or *scaling*: | *Next steps:*   * Assess the effectiveness of writing co-requisite model. * Analyze results of REL research project on multiple measures placement. * Assess the effectiveness of the developmental writing and math.   *Timeline for implementing next steps:*   * Spring 2020 |
| 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. | ☐ Not occurring  ☐ Not systematic  ☐ Planning to scale  ☐ Scaling in progress  X At scale | *Progress to date:*   * The college has a well-developed credit opportunity for high school students called College Now. This includes Traditional Dual Credit, Expanded Options, and Enhanced Options * The college does initial advising on location at the high schools followed by registration on campus to aid the transition * Guided Pathway documents are being prepared to help students align College Now opportunities with educational and career goals. * Transitional Education provides navigation supports for students moving from non-credit to credit programs.   Term, if *at scale* or *scaling*: | *Next steps:*   * Complete Degree Pathway documents with maintenance plan   *Timeline for implementing next steps:*   * Fall 2019 |
| 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. | ☐ Not occurring  X Not systematic  ☐ Planning to scale  ☐ Scaling in progress  ☐ At scale | *Progress to date:*   * Some advisors are monitoring student progress, particularly those in CTE programs   Term, if *at scale* or *scaling*: | *Next steps:*   * Complete degree audit system. * HD 102 will facilitate completion of EDP for each full time/first time incoming student. * First year advising is being redesigned * Application redesign   *Timeline for implementing next steps:*   * Spring 2020 |
| 1. Students can easily see how far they have come and what they need to do to complete their program. | ☐ Not occurring  ☐ Not systematic  X Planning to scale  ☐ Scaling in progress  ☐ At scale | *Progress to date:*   * Work is being done to implement a degree audit system in the student portal. Degree audit would provide students with complete list of program requirements and what requirements have been completed or are in progress   Term, if *at scale* or *scaling*: | *Next steps:*   * Complete redesign of admissions process * Complete multiple measures input in Jenzabar * Complete advisor assignment process redesign * Data cleanup in Jenzabar * Implement new student portal (EXi)   *Timeline for implementing next steps:*   * Fall 2019 |
| 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. | ☐ Not occurring  ☐ Not systematic  ☐ Planning to scale  X Scaling in progress  ☐ At scale | *Progress to date:*   * Early Alert system is being utilized to inform the Retention Action Team (R.A.T.) when a student is struggling. Interventions are determined on student need. Monitoring of program progress is less systematic.   Term, if *at scale* or *scaling*: Spring 2020 | *Next steps:*   * Identify ways to improve interventions with students * Policies for R.A.T. developed further. * Encourage use of the early alert system. * Communications management for students in incorrect courses.   *Timeline for implementing next steps:*   * Spring 2020 |
| 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 | X Not occurring  ☐ Not systematic  ☐ Planning to scale  ☐ Scaling in progress  ☐ At scale | *Progress to date:*   * Currently not occurring   Term, if *at scale* or *scaling*: | *Next steps:*   * Explore potential processes to advise students on alternative options   *Timeline for implementing next steps:*   * Winter 2020 |
| 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. | ☐ Not occurring  ☐ Not systematic  ☐ Planning to scale  X Scaling in progress  ☐ At scale | *Progress to date:*   * The college has gone to year round scheduling. Allowing the students to create a stable school schedule that will work with other life obligations. * Added evening, year round cohort for dental assisting and nursing.   Term, if *at scale* or *scaling*: Spring 2019 | *Next steps:*   * Continue to monitor program and scheduling conflicts. * Explore alternate schedule matrix. * Explore and develop evening, online, and summer options.   *Timeline for implementing next steps:*   * Ongoing |

| **Guided Pathways Essential Practices** | **Scale of Adoption  at Our College** | **Progress to Date Implementing Practice**  *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** |
| --- | --- | --- | --- |
| 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. | ☐ Not occurring  ☐ Not systematic  ☐ Planning to scale  X Scaling in progress  ☐ At scale | *Progress to date:*   * CTE courses continue to work with advisory boards to ensure alignment with industry needed skills. * Guided Pathways and program reviews align programs and degrees to specific Universities.   Term, if *at scale* or *scaling*: Ongoing | *Next steps:*   * Continue to align with industry and universities. * Continue to cultivate program advisory committees. * Utilize input from advisory committees for improvement of program outcomes. * Continue working with HECC on common degrees and majors.   *Timeline for implementing next steps:*   * Ongoing |
| 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 active 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:*   * Program and course internships are offered through our internship coordinator. Other active learning opportunities in the classroom are dependent on instructor initiative. * Clinical placements for nursing, paramedic/EMT, dental assisting, education, medical assisting. * Faculty in Academic Master Plan (AMP) have identified active learning/service learning/study abroad as a goal.   Term, if *at scale* or *scaling*: | *Next steps:*   * Continue to expand our active learning pedagogy. * Review of internship process. * SWOT analysis.   *Timeline for implementing next steps:*   * Ongoing |
| 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. | ☐ Not occurring  ☐ Not systematic  ☐ Planning to scale  X Scaling in progress  ☐At scale | *Progress to date:*   * Faculty participate in student learning outcomes assessment in all programs and disciplines annually * Comprehensive program reviews occur on a 4 year cycle.   Term, if *at scale* or *scaling*: Spring 2020 | *Next steps:*   * Scale up faculty participation in reporting and assessment software. * Continue to prepare for 7 year accreditation visit.   *Timeline for implementing next steps:*   * Spring 2020 |
| 1. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. | ☐ Not occurring  ☐ Not systematic  ☐ Planning to scale  X Scaling in progress  ☐ At scale | *Progress to date:*   * Faculty analyze and interpret student learning outcomes assessment in all programs and disciplines in preparation for accreditation and in determining next strategies in strengthening student learning.   Term, if *at scale* or *scaling*: Winter 2020 | *Next steps:*   * Scale up faculty participation in reporting and assessment software * Continue to prepare for 7 year accreditation visit.   *Timeline for implementing next steps:*   * Ongoing |
| 1. 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:*   * Some departments have capstone courses with portfolios. * Initiated college assessment software with portfolio capacity, but have not fully implemented its capabilities. * Credit for Prior Learning (CPL) has new forms, lower fee schedule, clearer process   Term, if *at scale* or *scaling*: | *Next steps:*   * Scale up faculty participation with assessment software. * Professional development for faculty on use of student portfolios   *Timeline for implementing next steps:*   * Winter 2020 |
| 1. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. | X Not occurring  ☐ Not systematic  ☐ Planning to scale  ☐Scaling in progress  ☐ At scale | *Progress to date:*  College systematically issues surveys. However, results are not used to drive change or professional development  Term, if *at scale* or *scaling*: | *Next steps:*   * Initiate broader discussion about the use of data to drive professional development. * Ensure incorporation of professional development in success indicator planning   *Timeline for implementing next steps:*   * Winter 2020 |