

**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: Cuesta College

Date: 9/30/2019

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

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

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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@cccoco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

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>1. 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>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Draft of meta-majors are used for student guided self-placement. Program Mapper purchased and some ADTs, associate degrees, and CTE programs have been mapped. Sample 2 Year Associate Degree of Transfer Plans are on the website for the programs with completed plans. Teacher Pathways defined and on website. 2019-2020 catalog includes academic program pages that are to be used for marketing individual programs. Equity Considerations: The college’s website and program pages are being revamped to include simpler steps for getting started at Cuesta. The Student Equity Plan also supports a web page redesign campaign. A bilingual “Getting Started” handout in Spanish and English was created specifically for undocumented students. To ensure that access to information is more equitable we have</p>	<p><i>Next steps:</i> Refine meta-majors and place programs into meta-majors. Approve through governance process. Mapper will be organized by meta-majors and remaining programs will be mapped and made public. Develop additional program marketing materials that can be used at outreach events, such as Educate, Promise Day and Cougar Welcome Days. (Equity considerations need to be added to all elements before final document submission on September 30.) Equity Considerations: Increase bilingual presence on the College’s website/program pages. Promote and include information about our Monarch Centers on the website. Include Universal Design for Learning (UDL) on webpages, reducing text and making them accessible for the least prepared students thereby increasing</p>

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		<p>developed Enrollment Success Specialist liaison roles to the local K-12 districts to sustain meaningful connections with historically underrepresented and minoritized students. The Promise Scholarship was extended to two years for local high school graduates. Monarch Centers were created and opened for service on both the SLO and NC Campuses.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>accessibility for all students. Create a clear and easily accessible link to the Guided Pathways webpage and the Program Mapper. Provide a mobile friendly Cuesta student portal. Increase use of inclusive images on the webpage and continue to increase Monarch Centers visibility. Sustain meaningful connections with K-12 district students and parents utilizing Enrollment Success Specialists liaisons. Add career and salary information on Program Mapper and possibly on program pages.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019 to Fall 2020</p>
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Cuesta offers 36 ADTs. CTE programs are coordinated with employment requirements; this is documented in CTERs. Employment information in catalog and on academic program webpages.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Program Mapper will include employment potential and labor market information including our service area. Make employment data and information more easily accessible to students. 19-20 catalog will include printable marketing materials for each degree and employment opportunities.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019 to Fall 2020</p>

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<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Program Mapper has been purchased. Gainful employment information included on webpage for all CTE programs that qualify for financial aid.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Determine which information to include in the Mapper for each program. Create maps for different university systems. Connect opportunities for students between the Transfer Center and Career Connections.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</p>
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Program Mapper has been purchased. Some ADTs, associate degrees and CTE programs have been mapped. Mapping days for associate degrees and certificates have been scheduled. My Cuesta Pathway includes milestones and progress towards completion.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Map remaining programs and enter them into the Mapper. Task Technology & Web Committee and Marketing with website updating, specifically Mapper and Pathway integration and examining the overall content/organization of the website, including student feedback. Finalize course rotation and update annually. Examine offering standing courses in fall and spring semesters and notated in course catalog. Expand outreach efforts to align with K-12. Promote My Cuesta Pathway to students.</p> <p><i>Timeline for implementing next steps:</i> Summer 2020 – Fall 2020</p>

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e. Required math courses are appropriately aligned with the student's field of study <i>(Note: This essential practice was moved from Area 2)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i> Math courses are aligned with areas of interest in guided self-placement module. When programs are created and approved by the curriculum committee the math requirement is aligned with articulation and as appropriate for the outcomes of the major.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Continue to assess and update guided self-placement processes</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p>

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> 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? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p> <input type="checkbox"/> Not occurring <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> <p>The CaFE Center provides comprehensive support, services, and resources to CalWORKs, foster youth, and EOPS/CARE students in order to empower, motivate and encourage them to reach their educational, career and life goals in a welcoming and safe environment. CaFE orientation for new students and CaFE counseling appointments include major/program and career exploration and comprehensive student education plan completion. Counselors use various tools for transfer and career exploration, including assist.org, LinkedIn, Friday Career Lab, Career Connections, and workshops offered throughout the semester. Counselors meet with students individually and clarify their path while offering career resources to help them explore career/degree options. Counseling will offer the MBTI/Strong Interest Inventory this spring 2019. Counseling is in the process of re-writing curriculum to offer a 1-unit Career</p>	<p><i>Next steps:</i></p> <p>Apply best practices and strategies from CaFE to the greater campus community and include incentives for student participation. Explore ways for every student to do some career exploration through their onboarding process. Pilot, for later expansion to other programs, nursing and allied health workshops/classes/programs that are designed to specifically explore pre-health pathways. Pilot, for later expansion to other programs, a 1-unit pre-health exploration class that would offer an in depth look at pathways such as nursing, occupational therapy, physician assistant, physician, nurse practitioner, etc. A workshop on this topic could be a good starting point as well. Explore development of Pathway Coaching Community (student services specialists specific for each meta-major). Equity Considerations: Add career exploration module that is free and accessible to all students and that</p>

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		<p>Exploration Class. Nursing and Allied Health handouts on pre-health pathways have been created. Equity Considerations: Get Focused, Stay Focused (PEDS) career planning dual enrollment courses offered at all high school districts allowing all freshmen high school students, especially historically underrepresented and minoritized students, to explore academic and career interests. In light of AB 705 legislation, counseling faculty and instructional faculty are advising students who may otherwise have taken basic skills courses that they may enroll directly in transfer-level Math and English courses benefiting historically underrepresented students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>includes information about job earning potential to the Guided Pathways webpage and on the Program Mapper.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020-Fall 2020</p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Embedded counselors in some areas: CTE, Kinesiology, Nursing/Allied Health/Help One Student Stay retention efforts. Academic Success Coaching. Embedded tutors in many courses and free walk-in tutoring available for many disciplines/subjects. Student Success Specialist for the Nursing Department. Student Health Services reduce barriers to care and address nonacademic factors that impede student success. Resources for Gateway Courses include Academic</p>	<p><i>Next steps:</i> Expand embedded counselors to other disciplines. Assess current counseling appointment system to increase access to counseling. Embed Academic Success Coaches in co-requisite Statistics and English courses and expand to other disciplines. Increase student use of supportive services available to them. Expand Student Success Specialists to other disciplines. Increase student access to the CaFE. Equity Considerations: Engineering grants will provide</p>

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		<p>Success Coaches, Math Lab, Stats Lab, and Writing Center, Student Success Center, and DSPS services. Online resources include Khan Academy, my Open Math, research and citation guides. Some programs, such as chemistry and physics, offer support courses/components, such as problem-solving courses, online preparatory course, or Facilitator Assisted Learning.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Co-requisite courses offered as of Fall 2019.</p>	<p>scholarships to underrepresented and minoritized students in the Engineering program at Cuesta and will support them when they transfer to a four-year college.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019-Spring 2020</p>
<p>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. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Statistics support course 147S developed. Academic Success Coaches and Enrollment Specialists provide student success classroom presentations. Faculty trained in CAP and AB705. Math Lab/drop in tutoring. Embedded tutors. Math provides resources on the Student Success Center webpage and these resources are included in Math’s guided self-placement processes. “Just-in-time” review is embedded in all math courses.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Offer 4 sections of Math 147S offered Fall 2019. Academic Success Coaches and specialists present in support courses. New Statistics Lab. Offer 4-8 sections of Math 147S. Ensure adequate Coach and Specialist support for these courses, as well as ENGL 101. Embedded Tutors in ENGL 180 and Math 128/127. Continue faculty training in acceleration and remediation. Equity Considerations: Regular disaggregated data analysis will occur in transfer-level Math courses and faculty will engage in student learning and equity-minded pedagogy and high-impact practices. Academic Success Coaches will engage in proactive outreach to students in Statistics</p>

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			<p>support courses (Math 147S) and provide equitable “whole student” support for students by working closely with the Math faculty, providing success workshops for students, and working directly with students in the Stats Lab.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019-Spring 2020</p>
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Academic Success Coaches and Enrollment Success Specialists provided student success classroom presentations and mentoring for students in Zoom! FYE Engl. courses (2016-2019). Writing Center improvements with faculty-training for peer tutors, online tutors, and embedded tutors. English 201A co-requisite course 101 developed by CAP-trained faculty for implementation in Fall 2019.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Four sections of English 101 are being offered in Fall 2019 and more sections will be offered if students choose to enroll based on Guided Self-Placement recommendations. Adopting a Community of Practice among those teaching 101 and continue CAP and state-wide training. Improve the use of Academic Success Coaches and embedded tutor support for these courses.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019-Spring 2019</p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><input type="checkbox"/> Not occurring <input 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> Early implementation of AB705 in Spring 2019, meaning English 180 (one-level below transfer) is offered to those who choose not to enroll in transfer English courses. Noncredit CSS 789 Reading and Writing developed. Math 128 to capture</p>	<p><i>Next steps:</i> Implementation of Guided Self Placement to provide information and recommendations to students based on high school performance. Track student success throughput data for students who self-place in 180 and 101+ 201A,</p>

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		<p>students who choose not to enroll in transfer Math courses. Tutoring and embedded tutoring offered. ALEKS math support. Academic Success Coaching. Academic Resources accessible on website. Student Success Workshops.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p>both of whom will utilize embedded tutors and Academic Success Coaches. Offer noncredit CSS 789 courses in Fall 2019; assess student outcomes and throughput. Assess success and throughput in Math 128 courses and include First Year Focus supports. First Year Focus support programming. Equity Considerations: Disaggregate data for students in these courses using a quantitative intersectionality model that allows us to use the “whole student” approach and equity mindsets for supporting minoritized and underrepresented students.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019-Summer 2020</p>
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>Guided self-placement developed to address AB 705 mandates. Dual enrollment courses in local high schools, including Get Focused, Stay Focused (PEDS) and College Success. Promise Day each fall term. Cuesta Cougar Welcome Days each spring term.</p> <p>Equity Considerations: Dual enrollment courses in all local area high schools provide equitable access to college for historically underrepresented and minoritized students.</p>	<p><i>Next steps:</i></p> <p>Guided self-placement assessed; additional supports offered as indicated. Continue dual enrollment partnerships; increase Math and English offerings. Explore CSS 225 as a possible required course for incoming HS students- with a possible Area of Interest focus- scale to all incoming students. Equity Considerations: Assess student success in transfer-level Math and English courses and evaluate support systems to improve student throughput, success and equity.</p>

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		Term, if <i>at scale</i> or <i>scaling</i> : Fall 2018	<i>Timeline for implementing next steps:</i> Fall 2019-Spring 2020

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<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>3. 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>	<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> Academic Success Coaches embedded in targeted cohorts (Foster Youth, First Year Experience). Embedded counseling (noncredit/ESL). CaFE counselors regularly monitor each student's program and how far along they are towards completing the program requirements. Counselors are cross trained to address our unique student population to help with academic, personal, and career success. Utilization of MyCuesta Pathway.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Academic Success Coaches expanded to target AB705 (students in co-req courses) within the First Year Focus. Increase the number of students who access counseling services. Provide contact information about declared majors to their respective divisions each semester so that faculty can provide in-reach support services. Increase usage of myCuesta Pathway (Degree Works) software and available functions to monitor and contact students who are close to completing their intended goal. Equity Considerations: The Equity and Student Success Committee will include the Equity Consideration "How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?" as one of its initiatives or goals in 2019-2020.</p> <p><i>Timeline for implementing next steps:</i> Summer/Fall 2019 and ongoing</p>

<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> All students have access to My Cuesta Pathway through the my.cuesta portal. Counselors teach students to use the My Cuesta Pathway to see their progress and how much is left to complete a program. Various external tools, such as assist.org and selection criteria for specific universities, are used to determine progress.</p> <p><i>Term, if at scale or scaling:</i> Fall 2017</p>	<p><i>Next steps:</i> Develop methods to advertise My Cuesta Pathway so that all students understand that the tool is available and how to use it. Prioritize external transcript evaluations for My Cuesta Pathway.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019-Spring 2020</p>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Support services (e.g. Cougar Pantry, mental health counseling, Disability Services) are promoted campus wide. Drop in and embedded tutoring offered. Help One Student Stay/early intervention videos for faculty are being developed. Embedded Counseling, within academic areas/departments. Academic counselors refer to the Student Health Center students identifying health or mental health concerns as a primary factor interfering with their academic success. Faculty use feedback form to provide updates on CaFE students with regards to participation, homework, and testing. Back on Track Workshops. Equity Considerations: In June 2019, a group of 10 counselors participated in the Skyline College Equity Academy “Counseling in the Era of Equity: Critical Competencies for Student Success” to learn about high impact equity practices in counseling.</p>	<p><i>Next steps:</i> First Year Focus for English and Math students in support courses. Prioritize, as a college, a full-time counselor position designated to serve at-risk students. Create systems that nudge students to get help, when they get off track. Implement more preventative methods such as more balanced SEPs, Early Alert Systems, Career Exploration resources and additional staff dedicated to this population success specialists/counselors. Utilize myCuesta Pathway (Degree Works) to alert students who are not following their program plans, or who are not on track- Develop and prioritize an automatic process for this. Equity Considerations: Counselors who attended the Skyline College Equity Academy will develop high-impact equity action steps and share concrete recommendations with the entire team of counselors for</p>

		<p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>improving counseling practices and supports that help students to stay on track and get them back on track.</p> <p><i>Timeline for implementing next steps:</i> Summer/Fall 19 and ongoing</p>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Embedded Counseling in designated programs. Teacher’s Pathways developed and promoted. Studython/Midterm Madness/ partnerships with Academic Affairs/Student Services. Counselors assist CaFE students not been accepted to a limited-access program in selecting a similar or related career path, recommend improvements before reapplying, or suggest an appeal. Students pursuing nursing have LVN to RN option which allows students who are unlikely to be accepted directly into the RN program to pursue another avenue.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Add Embedded Counseling to other programs. Increase student access to Counseling. Create opportunities for more students to see a counselor. Create other pathways for students who are not accepted into limited-access programs through strategic planning. Equity Considerations: Request disaggregated data on the last five years of who is applying and entering Nursing, Psych Tech, EMT and Phlebotomy- as identified as limited access programs. Once data is provided, an inquiry team is recommended to review and provide recommendations.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019 – Spring 2020</p>
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Courses are scheduled at the North County Campus such that a student can finish certain degrees in 2 years. Some ADTs, associate degrees, and CTE programs mapped in the Program Mapper. Some areas are offering short-term certificates, such as in Culinary Arts and Nursing and Allied Health: CNA, MA, EMT and Phlebotomy. Faculty participate</p>	<p><i>Next steps:</i> Use program maps to inform schedule development. Develop systematic methods to facilitate division chairs discussing schedules with their counterparts in other programs where their courses are needed. Clarify additional possible pathways for students early in their pathway, within a student’s Area of Focus. Use software</p>

		<p>in a 12-week DE training certification course offered by Cuesta’s Instructional Designer; as a result, students have increased opportunities for enrolling in DE offerings.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>such as My Cuesta Pathway to determine what times students need their courses.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019 – Spring 2020</p>
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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 4:</p> <ul style="list-style-type: none"> • 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? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i> All programs have developed Program Learning Outcomes.</p> <p><i>Term, if at scale or scaling:</i> Fall 2012</p>	<p><i>Next steps:</i> Institution will evaluate to ensure that all programs continue to have aligned program outcomes.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i> Courses and programs are evaluated when proposed to the Curriculum Committee. Faculty evaluations assess instruction in the classroom. Faculty participate in student engagement professional development opportunities, including CAP and AB 705 trainings. Annual Institutional Learning Outcomes assessment. Equity Considerations: Teams of faculty have attended Equity in Teaching conferences and subsequently visited each other's classrooms and met regularly to improve pedagogy.</p> <p><i>Term, if at scale or scaling:</i> Fall 2012</p>	<p><i>Next steps:</i> Additional Professional Development-culturally responsive teaching. Professional Development on Equity based teaching practices. Equity Considerations: Resources and books on equity-minded teaching will be shared and discussion groups will be formed.</p> <p><i>Timeline for implementing next steps:</i> Current- On-going</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>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.</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> These activities are optional, but are present in many areas, such as nursing, recreation, communication studies, art, music, geology, biology, broadcast communications, Skills USA, culinary and other CTE courses. Student Success Centers. Career Connections engages in this within the community. 21 Occupational Work Experience courses have been developed.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Develop and increase these opportunities through a meta-major organization. Collaborate with Career Connections, to ensure faculty, staff and students are aware of these opportunities. Equity Considerations: Support disciplines that do not have internships or clinical work programs in developing contextualized assignments in their area which relate to careers in that discipline.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</p>
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> All courses and programs include Student Learning Outcomes that are aligned to Program Learning Outcomes and Institutional Learning Outcomes. Outcomes are assessed on a regular basis. Institutional Learning Outcomes are also assessed. CTE utilizes alumni feedback to stay current on their curriculum and course offerings. Equity Considerations: Programs use the Program Review data site provided by Institutional Research to analyze disaggregated student data and make improvements accordingly.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i> Institution will evaluate to ensure that all programs continue to have aligned program outcomes. Increase opportunities for faculty to engage in Student Learning Outcomes and Assessment results and program improvement. Expand Alumni relations to inform Guided Pathways implementation and to assess current programs for continued latest marketplace trends.</p> <p><i>Timeline for implementing next steps:</i> Ongoing</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>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p>	<p>Fall 2012</p> <p><i>Progress to date:</i> eLumen is used for SLO assessment data. Program Review documents include descriptions of changes that have been made as a result of SLO assessment results.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2012</p>	<p><i>Next steps:</i> Improve the process for how faculty can use eLumen not only as a repository for SLO assessment data, but also for tracking improvements made as a result of such assessments. Equity Considerations: Inquiry teams will work with Institutional Research to review disaggregated student success data and will develop recommendations for changes and improvements.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</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> This is optional at the institution, but occurs in many programs, such as Fine Arts, Architecture, Music, Theater, and CTE programs. Career Connections provides job search opportunities and resume development support. Career Fair- Spring 2019.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Systematically move towards bringing opportunities and resources together and making them known and shared across campus, so that our students can take full advantage of them all. Provide professional development opportunities around alternative means of documenting student learning, such as portfolios. RN program implements clinical portfolios as a requirement for students. Equity Considerations: Encourage cross-disciplinary involvement in developing portfolios.</p> <p><i>Timeline for implementing next steps:</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
			Unknown
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i> CCSSE administered in Spring 2019 and previous years. SENSE has also been administered in past years.</p> <p><i>Term, if at scale or scaling:</i> prior to Guided Pathways</p>	<p><i>Next steps:</i> Analyze CCSSE results and implement changes.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019-Spring 2020</p>