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

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

**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.

| **Guided Pathways Essential Practices** |
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| **Equity Considerations in Area 1:CLARIFY THE PATH - MAPPING PATHWAYS TO STUDENT END GOALS**   * 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. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. |
| 1. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area. |
| 1. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program. |
| 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. |
| 1. Required math courses are appropriately aligned with the student’s field of study. |

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| Equity Considerations in Area 2: HELPING STUDENTS Choose and ENTER A program PATHWAY   * 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. 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. |
| 1. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s **major program areas**. |
| 1. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)* |
| 1. Special supports are provided to help academically underprepared students to succeed in the “gateway” **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)* |
| 1. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. |
| 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. |

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| Guided Pathways Essential Practices |
| Equity Considerations in Area 3: keeping students on the path   * 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. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. |
| 1. Students can easily see how far they have come and what they need to do to complete their program. |
| 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. |
| 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 |
| 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. |

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| equity considerations in area 4: ensuring that students are learning   * 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. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. |
| 1. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)* |
| 1. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework. |
| 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. |
| 1. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. |
| 1. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. |
| 1. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. |

*In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus?*

*How is the college exploring alignment of course offerings with student education plans?*