



**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT  
CALIFORNIA COMMUNITY COLLEGES’ ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019, November 2019

**Institution Name: Cañada College**

**Date: February 17, 2021**

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). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor’s Office NOVA system by your project leads.***

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 fall/winter 2020. 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</u> 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.

## 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.

In fall 2018 the SOAA was 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 certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email [guidedpathwaysinfo@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.edu).

For assistance in obtaining access to the NOVA system, please email [nova-support@productops.com](mailto:nova-support@productops.com).

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><i>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”.</i></p>											
<p><b>Equity Considerations in Area 1:</b></p> <ul style="list-style-type: none"> <li>• Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>• 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.)?</li> <li>• 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?</li> </ul>											
<p><b>ING PATHWAYS TO STUDENT END GOALS</b></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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Program mapper fully implemented and meta-majors (Interest Areas) integrated into CCCApply application process, and the CRM is programed to message to each applicant. Welcome Center and Student Success &amp; Support Program (SSSP) are aligned with Interest Areas.</p> <p><i>Term, if at scale or scaling:</i> Summer 2020</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Further improvements to our website and outreach</p> <p><i>Timeline for implementing next steps:</i> Summer 2021</p>								
<p><b>1. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Planning and design phase. COLTS-CON to address career exploration for each Interest Area.</p> <p><i>Term, if at scale or scaling:</i> Summer (August) 2021</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Review best practices in the college (STEM courses, Career Education programs) and scaling up the services.</p> <p>Career Center Director to coordinate with Interest Area leads.</p>								

	At scale		Better integration with career path information, Career Center website with Interest Area websites.  <i>Timeline for implementing next steps:</i> Summer 2021
<b>1. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training Technology                                Reporting/data Other		<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress X At scale	<i>Progress to date: (2,500 character)</i> Opening information for each area indicates possible career options. Mapper provides general employment data and outlook.  <i>Term, if at scale or scaling:</i> Summer 2020	<i>Next steps: (1,000 character)</i> Better integration with career path information for example, Career Center website with Interest Area websites.  <i>Timeline for implementing next steps:</i> Spring 2021- Summer 2021
<b>1. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training Technology                                Reporting/data Other		<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
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.	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress X At scale	<i>Progress to date: (2,500 character)</i> Program Mapper is online and live  <i>Term, if at scale or scaling:</i> Summer 2020	<i>Next steps: (1,000 character)</i> Milestones to be included in the Student Educational Plan (SEP) in the Constituent Relationship Management (CRM). Milestones to be clearly communicated to students and built into the CRM.  <i>Timeline for implementing next steps:</i> Fall 2021-Spring 2022

<b>1. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training Technology                              Reporting/data Other		<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
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>	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress X At scale	<i>Progress to date: (2,500 character)</i> Automated when students pick a program of study in the matriculation process.  <i>Term, if at scale or scaling:</i> Fall 2019	<i>Next steps: (1,000 character)</i>  <i>Timeline for implementing next steps:</i>
<b>1. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training Technology                              Reporting/data Other		<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>

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><b>Equity Considerations in Area 2:</b></p> <ul style="list-style-type: none"> <li>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?</li> <li>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?</li> <li>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?</li> </ul>											
<p><b>ING STUDENTS CHOOSE AND ENTER A AM PATHWAY</b></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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> Priority Engagement Program (PEP) supports students with course selection, creating education plan, and the registration/application process.</p> <p>COLTS-CON will further help students explore career/college options. In the past COLTS-CON had STEM Explorers to support students interested in STEM pathways.</p> <p><i>Term, if at scale or scaling:</i> PEP ongoing COLTS-CON 2016</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></p>								
<p><b>2. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i> The college has in place the following support services to promote success in “gateway” classes, for example:</p> <ul style="list-style-type: none"> <li>Word Jams</li> <li>Math Jams</li> <li>Physics Jams</li> </ul>	<p><i>Next steps: (1,000 character)</i> Integrate these supports with the Interest Areas.</p> <p>Hiring of additional peer mentors</p>								

		<ul style="list-style-type: none"> <li>● Chemistry Jams</li> <li>● Embedded Peer Instruction Cohort (EPIC) Tutoring (Math, Physics, Chemistry, Biology)</li> <li>● Net Tutor</li> <li>● Writing Center</li> <li>● General tutoring through Learning Center</li> <li>● Peer mentors</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Ongoing college practice</p>	<p>Communicate, message and encourage students to utilize student services</p> <p><i>Timeline for implementing next steps:</i> Spring &amp; Summer 2021</p>
<p><b>2. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>Technology                              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Students are encouraged to take certain introduction courses and to participate in activities to better prepare them for gateway courses, for example:</p> <p>Math Jams</p> <p>AB705 co-requisites</p> <ul style="list-style-type: none"> <li>● Math 800</li> <li>● Math 825</li> <li>● Math 841</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Part of the college practice</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Need to embed tutors for Math 800 and Math 200</p> <p><i>Timeline for implementing next steps:</i></p>
<p><b>2. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>Technology                              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p>	<p><i>Progress to date: (2,500 character)</i></p>	<p><i>Next steps: (1,000 character)</i></p>

<p>by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Not systematic          Planning to scale          Scaling in progress          X At scale</p>	<p>Students are encourage to participate in various support services and activities to be prepared for gateway classes, for example:</p> <ul style="list-style-type: none"> <li>● Word Jams</li> <li>● Writing Center</li> <li>● English 105</li> <li>● Embedded tutors</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:          Ongoing college practice</p>	<p><i>Timeline for implementing next steps:</i></p>
<p><b>2. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams          Regional training                    On campus /individual training          Technology                              Reporting/data          Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></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><i>Place an X next to one:</i></p> <p>Not occurring          Not systematic          Planning to scale          X Scaling in progress          At scale</p>	<p><i>Progress to date: (2,500 character)</i>          Promise, EOPS, TRIO, STEM, Learning Center programs provide intrusive support for students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i>          Coordinating cross-programs and Interest Areas that ALL students are served.</p> <p><i>Timeline for implementing next steps:</i>          Spring 2021</p>
<p><b>2. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams          Regional training                    On campus /individual training          Technology                              Reporting/data          Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></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><i>Place an X next to one:</i></p> <p>Not occurring          Not systematic          Planning to scale          X Scaling in progress          At scale</p>	<p><i>Progress to date: (2,500 character)</i>          Building dual enrollments and partnerships with high schools.</p> <p>Creation of Director of Dual Enrollment &amp; High School Transitions position, hired June 2020, currently creating new pathways.</p>	<p><i>Next steps: (1,000 character)</i>          Build out dual enrollment partnerships</p> <p><i>Timeline for implementing next steps:</i>          Spring 2021-Summer 2021</p>



		<p>PEPs align with the Interest Areas for high school students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p><b>2. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>Technology                              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</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
<b>Equity Considerations in Area 3:</b> <ul style="list-style-type: none"> <li>How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</li> <li>How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> <li>How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <li>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?</li> </ul>			
<b>3. KEEPING STUDENTS ON PATH</b> a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale X Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> Created Success Teams CRM training for counselors  Term, if <i>at scale</i> or <i>scaling</i> : All Success Teams to be fully implemented Spring 2021	<i>Next steps: (1,000 character)</i> CRM training for Success Team members, Retention Specialists  <i>Timeline for implementing next steps:</i> Spring 2021
<b>3. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training Technology                              Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
b. Students can easily see how far they have come and what they need to do to complete their program.	<i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> Transitioning/ merging from Degree Works to CRM where students can view their progress.  Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i>  <i>Timeline for implementing next steps:</i> Fall 2021-Spring 2022
<b>3. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training Technology                              Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
c. Advisors and students are alerted when students are at risk of falling off their	<i>Place an X next to one:</i>	<i>Progress to date: (2,500 character)</i>	<i>Next steps: (1,000 character)</i>

<p>program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p>Not occurring Not systematic <input checked="" type="checkbox"/> Planning to scale Scaling in progress At scale</p>	<p>The college has in place and encourages faculty to use systems to indicate when students need extra supports, for example:</p> <ul style="list-style-type: none"> <li>● Early Alert system (faculty driven)</li> <li>● Mid-term reports</li> <li>● CRM will have the capacity to alert based on exam grades...</li> <li>● Progress reports (International Students, EOPS)</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>Determine the CRM indicators to alert when student are not progressing</p> <ul style="list-style-type: none"> <li>● Exam grades</li> <li>● Missing assignments</li> <li>● Attendance</li> <li>● Withdrawal</li> <li>● Faculty reports</li> </ul> <p><i>Timeline for implementing next steps:</i> CRM: Spring and Summer 2021 CRM Early Alert: Fall 2021</p>								
<p><b>3. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<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><i>Place an X next to one:</i></p> <p>Not occurring <input checked="" type="checkbox"/> Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i> Radiology Need more information from Counseling</p> <p><i>Timeline for implementing next steps:</i></p>								
<p><b>3. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> Enrollment Management Committee Identifies scheduling issues to maximize enrollment.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i> Strategic Enrollment Management Plan implementation through 2023</p> <p><i>Timeline for implementing next steps:</i></p>								

<p><b>3. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>Technology                              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline								
<p><b>Equity Considerations in Area 4:</b></p> <ul style="list-style-type: none"> <li>• How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>• 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)?</li> <li>• 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)?</li> <li>• 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?</li> </ul>											
<p><b>4. ENSURING THAT STUDENTS ARE LEARNING</b></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>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i>  PLOs are a regular part of the program review process.</p> <p>The Radiologic Technology Program has a required clinical component.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i>  CE question, do PLOs, SLOs also indicate employment opportunities?</p> <p><i>Timeline for implementing next steps:</i></p>								
<p><b>4. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>X Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		X Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i>  College needs more information if this is required for all academic degrees and or transfer</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
X Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<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>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i>  Example, instruction between English and STEM contextualized, reading and assignments related to STEM topics</p> <p>While this type of critical thinking engagement occurs in some introductory courses, we have not systematically surveyed all programs.</p> <p>The ESL program structures student engagement to promote student success in following next level and transfer courses</p>	<p><i>Next steps: (1,000 character)</i>  Expand to other programs of study.</p> <p>Interest Area collaborations with English, Math, or other General Education courses to engage students in assignments allowing them to explore their Interest Area.</p> <p><i>Timeline for implementing next steps:</i></p>								

		<p>The ILOs include active and applied learning, encouraging to think critically, solve meaningful problems, and work and communicate effectively with others.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p><b>4. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>X Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>Technology                              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Is this required for all introductory courses?</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<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><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Career Education programs prepare and provide opportunities for students to use skills and knowledge learned in courses to apply in various ways. Projects related to industry, practicum experience requirements</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Career exploration courses and activities for all students across Interest Areas is under development</p> <p>Needed partners are: Career Center Director of Workforce</p> <p>Bring back to IA leads</p> <p><i>Timeline for implementing next steps:</i></p>
<p><b>4. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>Technology                              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></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><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>x At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>All programs assess students on a regular interval, SLOs.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Part of ongoing college practice</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></p>

<p><b>4. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                              Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<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><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  Scaling in progress  X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Yes, programs review SLO assessments to inform program review</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:  Ongoing college practice</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></p>
<p><b>4. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                              Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Career Education programs like Digital Art &amp; Animations, ECE, Fashion, and Interior Design have students create portfolios to demonstrate and document their learning.</p> <p>ESL students create a EPortfolio  Students participate in Honors Transfer Program</p> <p>Business students develop a “toolkit” (resumes, microcredentials) that employers recognize</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>IA leads to discuss ways to document student learning, for example Portfolium; Signature Work (is this District-wide?)</p> <p>Support students in getting letters of recommendation; applying for scholarships; other capstone evidence</p> <p><i>Timeline for implementing next steps:</i></p>
<p><b>4. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Technology Other	Reporting/data		
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress <input checked="" type="checkbox"/> At scale	<i>Progress to date: (2,500 character)</i> Yes  <i>Term, if at scale or scaling:</i> Part of ongoing college practice	<i>Next steps: (1,000 character)</i>  <i>Timeline for implementing next steps:</i>
<b>4. g. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training Technology                              Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>

**Additional REQUIRED questions:**

Student Engagement and Support	
<b>STUDENT ENGAGEMENT</b>	<i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor’s Office a system-wide qualitative measure of this effort.</i>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<i>Place an X next to one or more:</i> <input checked="" type="checkbox"/> Student survey(s) <input checked="" type="checkbox"/> Students serve on campus GP advisory committee(s) <input checked="" type="checkbox"/> Student focus groups Other:
	<i>Engagement Efforts - Details: (1,000 character)</i>  As we discuss in our Success Story below, Cañada has actively engaged students in the planning and implementation of Guided Pathways. Beginning with our “Student Voices” focus groups conducted in fall 2018, followed by student engagement in the sorting of our



	<p>programs into Interest Area and the creation of clearer “program maps”. Students helped redesign the college website and conducted UI/UX sessions to evaluate where the obstacles in the college matriculation process were to help inform the design of a new customer relationship management (CRM) tool. Finally, peer mentors are helping to inform how the college’s new Interest Area aligned Success Teams can best support students.</p>
<b>COURSE ALIGNMENT</b>	<p><i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i></p>
	<p><i>Course Alignment - Details: (1,000 character)</i></p> <p>CRM and Degree Works will be communicating (Spring 2022)</p> <p>Program Mapper data will inform scheduling of courses (Spring 2022)</p>

**Additional OPTIONAL questions:**

<b>Success Story</b>	
<b>SUCCESS STORY</b>	<p><b>Optional:</b> Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor’s Office will not share the information with outside parties without first obtaining your college’s consent. Note: All fields are required should you choose to include a success story.</p>
<p><i>Title:</i> Students Centered Design</p>	
<p><i>Follow-up Contact Person(s):</i> Hyla Lacefield, Mary Ho, Jamie Hui, Maria Huning, Karen Engel</p>	
<p><i>Challenge: (1,000 character)</i></p> <p>Cañada College faced several challenges while initiating the Guided Pathways process at our campus. Primarily, we struggled with “initiative fatigue.” Our campus had already seen many projects and initiatives come and go. The question became: how we get the whole college to buy into this process. We identified that a Student Focused approach as a rallying point all levels of the campus could support. Student focus groups, student committee members, and student engagement was imbued in each step of the process. We recognize that we could do better in getting a range of student voices, as those most engaged continued to remain engaged. However, the challenge became how do we explain and keep all constituents</p>	

engaged and energized during an iterative approach. This is a challenge we continue to face throughout the Guided Pathways process.

*Success Story: (10,000 character)*

In 2018, our college initiated an iterative process of college redesign and the first step was identifying the challenges we were trying to address. This began by breaking into different groups that focused on various aspect of the redesign process. The initial groups headed by the Guided Pathways Steering Committee included: Student Voices, Academic Pathways, and Business Process Analysis (which evolved into the CRM group). Throughout each decision, it was vital that our process involved students in every step. Students were able to engage in the design process through many entry points including focus groups, working groups and the Steering Committee. Additionally, staff and faculty who participated in the redesign served as student advocates.

One team that concentrated on making this a student-centered redesign was the “Student Voices” group. Other groups had varying degrees of student involvement. We quickly discovered that those teams that did not *center* student voices but instead focused on what other colleges had done did not end up getting very far in their design process. Knowing what worked for other people turned out to be secondary to becoming intimately aware of what our own students’ needs were and what their existing challenges were. We knew that our students were taking far too long to achieve their educational goals, but we only had vague ideas of what was causing that delay.

When we held our very first focus group, we brought students, retention specialists, counselors, and outreach personnel together to help us identify some of the major challenges our students faced in being able to complete their educational goals. Numerous barriers were identified, from clashing class schedules to indecision about what degrees and certificates were associated with which potential career paths and conflicting and misinformation. Students repeatedly indicated that they had some idea of the sort of thing they might want to do for a career, but a lot less understanding about what they would need to study in school to get the tools they needed for that career and resources available to help with them complete. In the end, student voices and concerns were the impetus for the college making major changes across all levels of the campus.

By 2019, the result our Student Voices focus groups helped more faculty and staff appreciate the challenges students face and helped develop a new sense of urgency that helped us overcome our “initiative fatigue. As a result, faculty, staff and students rolled up their sleeves together to identify groups of programs that would allow for a more streamlined and organized way for students to “belong” at the college and feel supported in their career exploration.

The initial identification of Interest Areas and majors in the Interest Areas were a result of centering student voices in the design process. Initially our college, as many who were beginning implementation of Guided Pathways, was interested in clustering our academic programs into “Meta Majors”. However, when we asked students about the concept of “Meta

Majors”, they were confused and uncertain as to what that concept meant. “Interest Areas” immediately resonated as a more “student-friendly” term for the idea of clustering related academic programs. Thus, we took a look at what other colleges were doing, but when it came to implementation, we centered what made sense to and for our students. We began using the term “Interest Areas” when referring to these clusters of related classes.

To create these Interest Areas, we initially looked at common core courses across programs and found that in fact (with the obvious exception of GE requirements). This proved to be an important exercise for establishing clusters of programs based on their math requirement (calculus vs. statistics). In other cases, this proved to be less important. The idea that there were foundational classes that students of numerous different programs could benefit from was not particularly borne out. By contrast, there were some areas that naturally clustered, the Business Interest Area being notable among them. There were others (including many Career Education programs) that shared very little with other areas. For example, Fashion and Interior Design, Digital Art and Studio Art all have classes that address color theory, but there is no one color theory class that will meet *all* of the requirements. On a surface level this might seem non-intuitive, but the characteristics of mixing paint, working with computers, and fabric and textiles together with lighting and environment mean that color follows different rules and is applied in drastically different ways in each of these programs. So, the idea of using data alone to make empirically logical collections of programs was set aside. Instead, the data was used to validate the information that resulted from the next set of focus groups.

Because faculty had very strong ideas about their own programs and what areas made sense to be grouped together, we decided that we would do several ‘sorts’ by listing all unique programs onto cards and then bringing different groups of people together to sort them in ways that made sense to them. When you gather people together in a group activity of this sort, you will often find much more interesting and relevant outcomes than soliciting the same information from individuals. There is more interaction and discussion, and more ideas prompting others in the group to think about things differently.

We did these sorts separately with numerous student groups of different types (first time, returning, etc.), with faculty groups and with mixed faculty/staff groups. We then compared all of the data from all of these sorts with the initial data analysis of common core required courses and the bulk of the nascent Interest Areas fell into place. There were some that were less clear, including Kinesiology (separate Health group? Related to Biology?), Video Game Design (Related to Computer Science in the STEM area or Digital Art in the Art & Design area?), and Education (Education as a separate group? Or related to Sociology/Psychology/Social Sciences?). Geography was one of the programs that many of the different groups had trouble sorting as there was a great deal of confusion as to exactly what it was. This was true in both student and faculty/staff sorting groups.

The next major challenge was determining how many groups there should be. Students sorting groups often sorted into a larger number of groups, while faculty/staff often carried certain preconceptions (perhaps based on existing Division structures) that were generally less apparent in the student groups. Ultimately, it was decided that because we were trying

to use the grouping of the Interest Areas as a mean of redesigning how our student supports interacted, we would group into a smaller number of Interest Areas to provide greater cohesion to the Success Teams that would be linked to those Interest Areas.

Student voices have also informed other major changes to our business processes: the development of a new customer relationship management (CRM) system; the creation of new “program maps” that more clearly communicate the course requirements and suggested sequences for each degree and certificate program at Cañada, and, most recently, the creation of “success teams”

The way students engaged in the application and initial process of enrolling in the college was reviewed at the college and district level. This brought about a CRM that has slowly been rolling out over the past year. It began with streamlining our marketing and communications to new students to highlight the Interest Areas that students could choose in the application phase. Guided Pathways Steering Committee members worked with students to test out this messaging in a number of UI/UX sessions in which students provided insight into the shortcomings of our existing matriculation process. This semester, all counseling services will be scheduled and monitored via the CRM to better provide better communications with both incoming and returning students.

Lastly, students are informing our efforts to create “Success Teams” to support all students in every Interest Area. Success Teams are comprised of lead faculty, administrators, counselors, retention specialists, peer mentors, and data coaches who monitor student-level data in each in order to build and manage relationships with each student in the Interest Area. These Success Teams help students with on-boarding and matriculation, retention and persistence, and completion of their educational goals.

A significant challenge in this work involves the close collaboration between the retention specialists already serving students in special programs (such as Promise Scholars and EOPS) and those now seeking to engage all other students, based on their program of study or career objectives. Again, we are in the process of engaging students, particularly peer mentors, who can help the college ensure that messaging and services reach all students, not just those in special programs. This work is on-going.

*Outcomes: (1,000 character)*

While we are still evaluating the outcomes of our Guided Pathways redesign at Cañada College, preliminary results have been promising. Student surveys have indicated that, although we are currently experiencing a pandemic, overall students are able to connect with the resources and guidance they need. With a streamlined online matriculation process via our new CRM, students receive earlier and more consistent messaging and support from Welcome Center staff, counselors, retention specialists and faculty. The added clarity of our student-designed virtual campus landing page, Interest Area pages and program maps, students are can more easily identify how to move through the transfer and CTE opportunities

Cañada College provides via our website. In a recent survey conducted fall term 2020, only 3% of students reported that they could not find what they needed on the website. All newly matriculating students are in an Interest Area and Interest Area-aligned Success Team members and the Welcome Center staff contact all first-time students after submitting an application to engage them in their new community. Our efforts to design and implement the elements of our Guided Pathways college redesign continue, as do our efforts to engage students in them. As we begin the process of evaluating the effectiveness of these changes, we also plan to engage students actively.

*Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:*

Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

Decrease the average number of units accumulated by California Community College students earning associate degrees

Increase the percent of exiting CTE students who report being employed in their field of study

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults