GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT

Purpose: The content of this document will be entered electronically into NOVA to certify our progress on Guided Pathways work. The Academic Senate president and college president must certify the submission. We are sharing the draft with Academic Senate for feedback and approval. Please note that the NOVA system has a character limit and we cannot include lengthy narratives. In some cases, only bullet points will fit the limit. This is meant to be a snapshot of our progress to date. You will also find it is redundant in places. We appreciate your feedback!

-Josh & Shelly

1. **MAPPING PATHWAYS TO STUDENT END GOALS**

    i. **Prompt:** Programs are organized and marketed in broad career-focused academic and communities or "meta-majors".
        1. **Progress to date:** We are in progress of implementing the Program Mapper tool as part of the pilot program through the Chancellor's office. Draft maps have been placed into Program Mapper by counselors and will be reviewed Spring 2020.
    ii. **Prompt:** 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. **Progress to date:** Program curriculum discussions are taking place to discuss career and competency outcomes related to employment. These will be included in the program maps. Curriculum transformation has been adopted as a proposal from our design teams. We are also revising our Outreach and partnership process.
    iii. **Prompt:** Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

        1. **Progress to date:** Coastline launched Career Coach in Fall 2019

    iv. **Prompt:** 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. **Progress to date:** We are in progress of implementing the Program Mapper tool as part of the pilot program through the Chancellor's office. Draft maps have been placed into Program Mapper by counselors and will be reviewed by faculty during Spring 2020
    v. **Prompt:** Required math courses are appropriately aligned with the student's field of study
        1. **Progress:** Our implementation of AB 705 is at scale with a co-req model

2. **HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY**

   Prompt: 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.
      i. **Progress to Date:** Our design teams have recommended a first year experience (interdisciplinary) course. SEPs will be part of this activity. Targeted student communication will also include information about the SEP, as well as the new orientation (ready for fall 2020).
      ii. ***Next steps:*** *Faculty will author curriculum for the FYE course, orientation is being rewritten, as well as strategic student interventions*
   b. **Prompt:** Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.
      i. **Progress to date:** We have College Readiness preparation program before the term, as well as tutoring on-site and online during the term. Online tutoring available 24/7. We have implemented co-requisite support courses for all gateway math and English courses. We have piloted early alert systems to support students in these courses. Faculty have undertaken professional development in the area as well.
   c. **Prompt:** 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. **Progress to date:** Co-requisite courses are offered for all gateway math courses.
   d. **Prompt:** Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year.
      i. **Progress to date:** We have College Readiness preparation program before the term, as well as tutoring on-site and online during the term. Online tutoring available 24/7. Co reqs have been developed and were launched in Fall 2019.
   e. **Prompt:** Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
      i. **Progress to date:** We have College Readiness preparation program before the term, as well as tutoring on-site and online during the term. Online tutoring available 24/7. Co reqs have been developed and were launched in Fall 2019. We have hired a retention specialist who performs targeted outreach along with academic success coaches who respond to early alert flags in order to intervene.
      ii. **Prompt:** 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
      iii. **Progress to date:** We host 'College Readiness' workshops at some local schools and we have a growing Early College High School program.

3. **KEEPING STUDENTS ON PATH**
   A. **PROMPT: ADVISORS MONITOR WHICH PROGRAM EVERY STUDENT IS IN AND HOW FAR ALONG THE STUDENT IS TOWARD COMPLETING THE PROGRAM REQUIREMENTS.**
      i. **Progress to date:** Some programs have this in place. For example, our Intercultural center has a peer mentor program that uses these strategies. In addition, paralegal program does this type of monitoring, and we have academic success coaches who monitor our STAR program students. Our design team recommended a new advising process and model to enable more academic monitoring. Next steps: Model will be discussed via participatory gov structures in Spring 2020.
   b. **Prompt:** Students can easily see how far they have come and what they need to do to complete their program.
      i. **Progress to date:** We are working on implementation of program mapper and the creation of 'default maps' so students can more easily see their progress.
   c. **Prompt:** 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
      i. **Progress to date:** Advising models are being discussed and developed. Part of these discussions include intervention and retention strategies for students at risk of falling off program paths. Coastline has piloted the use of STARFISH to allow faculty to raise flags and notify our retention specialists and success coaches to begin our current intervention/retention process.
   d. **Prompt:** 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.
      i. **Progress:** College has created an enrollment management plan to address this issue. College deans have implemented a block scheduling process for onsite classes to ensure courses are scheduled effectively at each of our three campuses. College is working to develop a Universal General Education path for students and identify classes that are in high demand so the college can appropriately schedule sufficient courses.

4. ENSURING THAT STUDENTS ARE LEARNING

    i. **Prompt:** Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program

        1. **Progress**: Planning for this process is being conducted by our two Faculty Student Learning Outcomes coordinators and our Dean of Institutional Effectiveness.

    ii. For CTE our courses are reviewed and recommended by industry advisory boards. In addition, our programs and courses are reviewed bi-annually as they relate to Labor Market data and job openings based on their TOPs Codes. The SLOs are aligned with industry certifications and skills

        1. **Prompt:** 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.

    iii. **Progress:** Courses are reviewed and updated as part of the five-year comprehensive program review process. Criteria for curriculum review include demonstration of critical thinking and methods of instruction. CTE courses integrate learning strategies that use problem-solving techniques to provide solutions to real-world problems.

        1. **Prompt:** 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.

    iv. **Progress:** CTE programs provide curriculum that is applied in nature meaning that they use current scenarios as the basis for projects and activities. In addition, all of the CTE programs have access to Work-Based Learning opportunities and/or apprenticeships (Cybersecurity and Building Codes)

        1. **Prompt:** Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

    v. **Progress:** all faculty participate in the process of assessing student learning outcomes. Faculty participate at the department level to developing and implement intervention strategies to improve mastery of student learning outcomes. Information from the student learning outcomes process is reported within annual and comprehensive program reviews. While our faculty do not teach to the industry certification exams, they do cover all of the materials needed for students to build skills and knowledge to a level that they are able to pass industry certification exams and/or transfer requirements. SLOs are being assessed at the course level and through post-graduation assessment

    vi. **Prompt:** Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

        1. **Progress:** Results from learning outcome assessment are used at department level to improve teaching and learning. Specific events are created for faculty to participate in professional development regarding SLO assessment. Additionally, departments are given specific meeting times to discuss and report on SLO assessment result data.

        2. The results of the SLO assessments are reviewed by each department every semester. The faculty then make changes to their courses to improve areas where there are identified problems. Since skills and knowledge sets in CTE change quickly, the CTE

programs all take advantage of sector professional development activities and conferences as well as workshops designed to improve their teaching/learning. SLO data is reviewed by the faculty and captured in Program Review and is used to make curriculum and course adjustments

vii. **Prompt:** The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

1. **Progress to Date:** Occurring only at course and program level. We had a presentation of Portfolium and discussions of adopting Portfolium or similar products and processes are occurring.

viii. **Prompt:** The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

1. **Progress:** The college uses Survey for Student Online Engagement (SOSE) which is a subset of CCSSE to assess online student engagement and institutional effectiveness. In addition, we conduct qualitative and quantitative research to identify areas for improvement and recommendations for program review. Professional development is created based on campus wide needs assessments and Flex day Survey results reviewed by constituency groups as well as topics and needs identified in program review.