CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT

This is the NC adaptation of the CCRC SOAA

Revised October 2019

Institution Name: Date:

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

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

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps.

Equity Considerations

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

We have updated the SOAA to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Rather, we hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing



This version of the SOAA has been modified by North Carolina for use with their Guided Pathways colleges. Continuing Education considerations and additional equity considerations have been added.

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 fills out the SOAA, please (1) refer to the equity consideration questions to facilitate initial conversations about connections between the college's pathways and equity efforts.

<u>One-Door, One-College</u>

In North Carolina, we believe that all students who enter our colleges intend to engage in learning. One door-one college aligns all learning, curriculum and continuing education, at the college together and builds a seamless entry for students regardless of where they begin. Learning occurs whether a student is earning credit in curriculum courses or is taking classes in continuing education for short-term training, to earn an industry recognized credential, or for personal enrichment. Students do not differentiate between curriculum and continuing education. Our college policies and structures should be set up so that our colleges can take students from where they are now as far as they care to go regardless of where they start. This SOAA has incorporated articulation of credit, learning, and experience between curriculum and continuing education to aid colleges in working toward a one-door, one-college model.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". <u>Equity Considerations in Area 1:</u> ● Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? ● Are the website and program pages available in Spanish or other language spoken by your students? ● Is the wording used on the website and program pages "student friendly"? ● 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?			

● How does your college attempt to understand the specific needs of your students? ● How does your college empower its students? ● What steps has your institution taken to address poverty barriers? ● How is the statement "A student's socioeconomic status should never hinder their educational dreams" embraced? ● Are continuing education and curriculum programs presented alongside each other so students are able to see all of the options in their desired field of study?			
NG Pathways to student end goals a. Every curriculum and continuing education 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. *Note: some CE programs may be for a student's personal fulfillment and may not need to be included.*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●
b. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each curriculum and continuing education program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●
c. Curriculum and continuing education programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Curriculum and continuing education programs are also mapped to each other so that regardless of where a student is taking classes, students can choose to earn credit and/or industry recognized credentials along the way. Continuing education credentials are embedded within curriculum programs. Courses critical for success in each program and other key progress milestones are plainly	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●

identified. All information is easily accessible on the college's website.			

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 2: ● Have faculty and staff participated in professional development differentiating equality, equity, diversity, and inclusion? ● Has the college recognized equity as a desirable goal and a matter of institutional responsibility? If so, how has this messaging been conveyed? ● 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 provide disaggregated course data to all faculty members with the intent to use it to close achievement gaps and improve student outcomes? ● To what extent does the college participate in statewide faculty workshops and/or offer faculty workshops that focus on equity within the classroom? ● To what extent does institutional research staff participate in professional development to assist in understanding disaggregated data and how to effectively communicate the data with faculty? ● 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 high school, basic skills, and continuing education programs?			
G STUDENTS CHOOSE AND ENTER A PROGRAM AY a. Every new student (including students entering a continuing education program, adult high school, and basic skills) is assisted with exploration of career/college options, identification of program of study, and creation of a full-program plan as soon as possible.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●
b. Special supports are provided to help academically unprepared students to	☐ Not occurring ☐ Not systematic	*Progress to date:* ●	*Next steps:* ●

succeed in the "gateway" courses for the college's major program areas—not just in college-level math and English.	☐ Planning to scale ☐ Scaling in progress ☐ At scale	Term, if *at scale* or *scaling*:	*Timeline for implementing next steps:* ●
c. Required math courses are appropriately aligned with the student's field of study.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●
d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. Support is provided to students in continuing education courses so they understand how their coursework articulates to curriculum credit.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●
e. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●

Equity Considerations in Area 3:

- How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?
- Has the Alexander den Meijer mindset of "When a flower doesn't bloom you fix the environment in which it grows, not the flower" been adopted?
- To what extent does the college encourage participation in statewide professional development such as Holistic Student Supports Equity Institutes and other Equity workshops?
- To what extent do offices and common spaces reflect a welcoming environment? What spaces are available and welcoming for affinity groups?
- 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?
  - To what extent does the college utilize a "one stop" community and college resource? i.e. Single Stop or Aunt Bertha
  - To what extent are faculty and staff within the college knowledgeable about such tools and how to use them effectively?

G STUDENTS ON PATH a. Advisors or *(insert name for CE support staff)* monitor which program every student is in and how far along the student is toward completing the program requirements.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●
b. Students can easily see how far they have come and what they need to do to complete their program. Students interested in articulating their credit-bearing coursework to a continuing education credential or from continuing education to credit are able to see how far along they would be. Students in adult high school are actively recruited and prepared to translate their experience to postsecondary education.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●
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.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●
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. Completion of related continuing education credentials are considered in the admissions process (e.g. Nurse Aide for Nursing).	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●
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	☐ Not occurring ☐ Not systematic ☐ Planning to scale	*Progress to date:* ●	*Next steps:* ●

next, and can complete their programs in as short a time as possible.	☐ Scaling in progress ☐ At scale	Term, if *at scale* or *scaling*:	*Timeline for implementing next steps:* ●

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<u>Equity Considerations in Area 4:</u> ● 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)? ● How has the college encouraged participation in statewide Teaching & Learning professional development that focuses on equity within the classroom? ● 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? - Is the college disaggregating *course* level data by race, income, age, and gender to examine potential unintentional equity and achievment gaps? If so, how has the college provided and encouraged professional development aimed at reducing course equity gaps?			
ING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. Continuing education credentials and curriculum program learning outcomes are aligned with each other so that credit and experience are easily articulated.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●
b. 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	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress	*Progress to date:* ●	*Next steps:* ● *Timeline for implementing next steps:* ●

abroad and other active learning activities that program faculty intentionally embed into coursework.	☐ At scale	Term, if *at scale* or *scaling*:	
c. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in arts and sciences, career/technical, and continuing education programs.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●
d. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●
e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. Transcripts reflect all learning and coursework at the college including curriculum and continuing education.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●
f. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● *Timeline for implementing next steps:* ●