

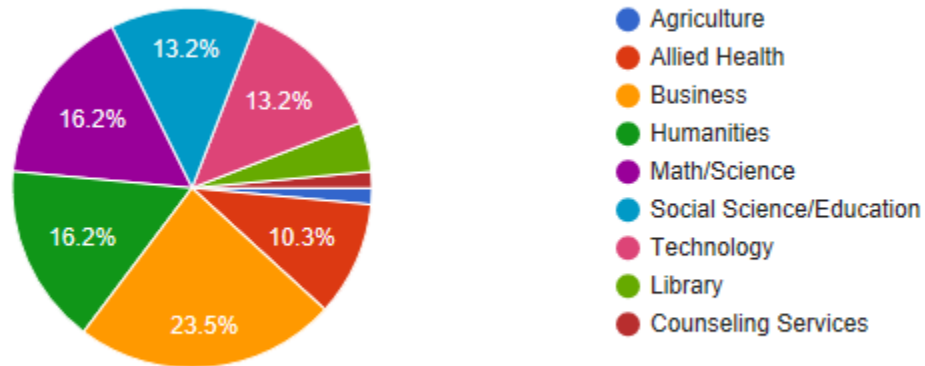
**Guided Pathways Leadership Team
Guided Pathways Scale of Adoption Review of Findings
Fall 2018**

The Guided Pathways Scale of Adoption were facilitated by the Guided Pathways Leadership Team. The questions were drawn from the CCRC’s Guided Pathways Essential Practices: Scale of Adoption Self-Assessment. The assessment focused on four major areas:

1. Mapping Pathways to Student End Goals
2. Helping Students Choose and Enter a Pathway
3. Keeping Students on the Path
4. Ensuring that Students Are Learning

CCRC’s tool is designed to help colleges assess how far they are toward adopting essential guided practices at scale. The essential practices are 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 assessment is designed to help colleges establish a baseline and develop a plan for implementing guided pathways at scale.

All seven (7) instructional divisions completed in the self-assessment as well as two non-instructional divisions – Counseling Services and Library Services. Some divisions completed the assessment as a group, while others completed it individually. Participants were reflected as such:



Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. 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>59.1 % - Not occurring/systematic/don’t know</p> <p>8.5% - Planning to scale</p> <p>35.2% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • Some programs have printed guides; others have no printed checklists. • Advisory boards tell CTE program directors what courses their future employees need. LLC are in constant communication with transfer institutions.

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		<ul style="list-style-type: none"> • Ag and Humanities are mapped for student progress. • Some programs/certificates need additional lab space to meet current employer needs. • Career Services lacks capacity to scale effective practices such as those used in Office Tech, Ag, IT, etc. • Lack of internships and integrated job search.
<p>b. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p>65.7% - Not occurring/systematic/ don’t know 7.1% - Planning to scale 27.1% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • Website is difficult to navigate. • Most programs are at scale but could use updated 2+2 for further educational opportunities. • Some have gainful employment, but it is not updated. Info is general and sporadic, not connected to specific degrees. • More information could be provided in regards to careers and opportunities.
<p>c. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.</p>	<p>43.6% - Not occurring/systematic/ don’t know 12.7% - Planning to scale 45.1% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • Information is available on website through college catalog. • Catalog spells out course selection in too general terms. • Programs maps are available and specific semester classes are indicated but easily overlooked. • Catalog provides models with order and sequence but not milestone courses. Scheduling in practices does not follow models. • Many students are not aware of requirements by major. • Prerequisites should be specifically listed instead of denoting that a prerequisite exists.
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a</p>	<p>67.7% - Not occurring/Not systematic/ don’t know 7% - Planning to scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Students meet with counselors first and then are required to have mandatory advisement.

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<p>program of study, and develop a full-program plan as soon as possible.</p>	<p>26.8% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • 15-minute counseling session on orientation is done. It would be a good idea to help students explore career options in high school. • Orientation does a good job getting them on the best path possible. • Student planning is a tool to help them develop a full program, but it is not required. • Faculty advisors do a good job assisting students. • Orientation is provided for new students but unaware if students are shown career options.
<p>b. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas— not just in college-level math and English.</p>	<p>66.2% - Not occurring/Not systematic/ don’t know 7% - Planning to scale 25.3% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • Free tutoring services are available for most individual courses, but nothing exists to prepare students for gateway courses. • Tutoring center is doing a great job, but it is difficult to find tutors for certain classes. • Faculty are generally receptive to offering extra help for students on an individualized basis. • College does not identify major specific gateway courses in a systematic way. There are no course-specific interventions past free tutoring. • Many students do not have basic level skills that they need to be successful in any career area. Remedial classes are necessary but not popular.
<p>c. Required math courses are appropriately aligned with the student’s field of study.</p>	<p>44.2% - Not occurring/not systematic/don’t know 7.1% - Planning to scale 48.6%- Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • Math Pathways have been implemented with both STEM and non-STEM tracks. Non-STEM fields can involve co-requisites if necessary. Placing undecided students can be tricky. • Developmental education for non-STEM students have been eliminated and replaced with co-requisites. Identifying a math pathway for STEM majors is the next step.

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		<ul style="list-style-type: none"> • It would be helpful to have a MAT130 co-requisite. • Transfer programs need program coordinators.
<p>d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p>59.2% - Not occurring/not systematic/don't know 5.6% - Planning to scale 33.8% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • Co-requisites have been implemented in math courses. • Early advantage program alerts students to meet with an academic counselor when an instructor feels the student is performing poorly or not attending. • College has provided many services for many years. • LEAP was popular at one time. • TRIO is offered to students as early as initial registration. • Students need more support before they start the program required courses to be successful.
<p>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.</p>	<p>67.6% - Not occurring/not systematic/don't know 12.7% - Planning to scale 19.8% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • Work has been done in the developmental areas. • Math Departments meets with area high schools and administrators and encourages high schools to implement the level of rigor needed to be successful at a college level. • Admissions representatives visit in-district high schools to talk about programs offered at LLC. Not sure we "motivate" students to enter college-level coursework. • Summer bridge program has been developed. • Destination College works with some schools in our district with this goal in mind. Recruiters do not perform a college-level prep component. A lot of the connections the college has with the HSs is institution to institution; we aren't working directly with the students.
<p>3. KEEPING STUDENTS ON THE PATH a. Advisors monitor which program every student is in and how far along the</p>	<p>49.3% - Not occurring/not systematic/don't know 2.8% - Planning to scale</p>	<ul style="list-style-type: none"> • Academic advisement has occurred for decades at the College. • Advisors meet with advisees only once per semester for 15 minutes.

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<p>student is toward completing the program requirements.</p>	<p>50.7% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • Faculty advisors have access to their advisees' records and use the Degree Evaluation to determine what courses a student has taken toward their major and what is still needed to graduate. • Currently being done manually but will improve as more advisors use student planning or degree audit. • Advisors outside of the students' major do not always know the requirements and the allowed pre-requisites. That causes students to take the wrong classes and delay completion. • Some programs have more intentional monitoring than others.
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p>36.6% - Not occurring/not systematic/don't know 8.5% - Planning to scale 59.2 - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • Students can use degree audits to track their progress or student planning. • Students can print a transcript evaluation. • While degree audit is available to all students, it is not easy to interpret, as it is course by course, not a progression on a timeline. • Student planning is not fully integrated into student culture.
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p>78.6% - Not occurring/not systematic/don't know 7.1% - Planning to scale 15.7% - Scaling in progress/at scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Advisors are not alerted when advisees are at risk. There is no mechanism for that. • As a division, we have to figure out how to handle the increased number of students working FT or 2 PT jobs. These students are running into issues with attending and passing their courses. • Students whose GPA drops below a 2.0 are placed on academic probation. However, students don't receive alerts that this is a possibility until it has already happened. A better system could be established to warn students they are getting close before it actually happens.

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		<ul style="list-style-type: none"> • We have some systems in place, but it is dependent on individual faculty reporting them to a system and then someone following up. It does not happen consistently.
<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>85.9% - Not occurring/not systematic/don't know 2.8% - Planning to scale 11.2% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • There is often a disconnect when students cannot get into a program. Counseling and advisement is available if students will reach out to it. • Some advisors help students look for alternative programs of study in limited access programs, but I think we could do a better job of outlining a student's chances of getting into a special admissions program. • No systematic process exists because the admissions requirements vary so much from program to program. We do stack application deadlines in a way that they can have a plan B. Most of this is after the fact, as opposed to identifying "unlikely" students ahead of time.
<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>63.4% - Not occurring/not systematic/don't know 9.9% - Planning to scale 28.2% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • There is absolutely no perfect schedule when human lives are involved, but students are completing programs. • Some classes are only offered online. A diversity of modalities should be offered for more classes. • We really need to look at the needs of the students and how to meet them, not give into how the instructor wants his/her teaching schedule to look. We have very few classes offered between 2-5. • Needs improvement. Scheduling is still more faculty-centric. • Some programs/certificates are well laid out, but others need significant rescheduling work. • Despite the extensive work of the scheduling taskforce, there is no intentionality behind scheduling with the student in mind.

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<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p>49.3% - Not occurring/not systematic/don't know 9.9% - Planning to scale 42.3% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • There are some programs that do a great job setting students up for success in transferring or to get a job after graduating, but I think we could do better across the whole college. • No program learning outcomes exist for transfer degree/programs. • Course assessment is complete and viable but there is a lack of connection between program and course assessment. • Many of the learning outcomes haven't been updated in years.
<p>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 abroad and other active learning activities that program faculty intentionally embed into coursework.</p>	<p>57.7% - Not occurring/not systematic/don't know 7% – Planning to scale 36.7% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • Workforce ready programs have internships/SOEs embedded in their programs of study, but these opportunities rarely exist in transfer programs of study. We used to offer some opportunities for study abroad, but I don't know if that still exists today. • MSD is leading the way in using the INS_200 for transfer bound student internships.
<p>c. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p>36.6% - Not occurring/not systematic/don't know 9.9% - Planning to scale 53.5% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • We have a robust and required assessment of courses and programs. • Data is tracked in WEAVE. • All faculty are required to have course assessment. Only AAS required to have program assessment. Gen Ed. Assessment is also completed. • Assessment doesn't always match up with learning outcomes. This kind of curriculum mapping hasn't happened here.
<p>d. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p>39.5% - Not occurring/not systematic/don't know 4.2% - Planning to scale 59.2% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • We have a depository to log data and consider results. • I am not really sure how/if the WEAVE results are being use to improve teaching and learning. • This should be happening, but I'm not sure to what extent it is in each program.

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		<ul style="list-style-type: none"> • College does an outstanding job on course assessment and learning outcomes. • Assessment has helped me to improve. I do not see it happening in terms of corporate professional development or intentional campus efforts.
<p>e. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p>67.2% - Not occurring/not systematic/don't know 4.3% - Planning to scale 28.6% - Scaling in progress/at scale</p>	<ul style="list-style-type: none"> • The College has always been committed to securing data in both CCSSE and Noel Levitz. • I am not sure how the College is using this information to create targeted professional development. • One example is the advising committee which uses their assessment of students' advisement experiences to improve the experience in the future. • The college uses these results to create goals for the strategic plan, but not for professional development. PD is not required here, so that is not a viable option.