



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

Revised June 2017\*

Institution Name: **Modesto Junior College**

Date: 24 August 2017

This tool is designed to help your college assess how far along you are toward adopting guided pathways essential practices at scale. The essential practices listed 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). For each of the guided pathways essential practices listed in the first column, convene faculty, student services staff and administrators from across divisions at your college to discuss the extent that the practice is currently implemented at your college. In the second column, 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, for all students in all programs of study

In column three, list the progress your college has made toward implementing each practice at scale. 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 little progress implementing any given practice. This assessment will help your college establish a baseline and develop a plan for implementing guided pathways at scale at your college.* Project partners will also use this information to follow your college’s progress in implementing guided pathways over time. Due date for submission of this initial assessment is September 1, 2017. Submit to Coral Noonan-Terry at [noonan@cccse.org](mailto:noonan@cccse.org).

For information, contact Davis Jenkins ([davisjenkins@gmail.com](mailto:davisjenkins@gmail.com)) or Hana Lahr ([lahr@tc.columbia.edu](mailto:lahr@tc.columbia.edu)) of CCRC.

\*In June 2017, CCRC revised the essential practices in the fourth practice area, *Ensuring that Students are Learning*, based on our field research and input from colleges.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></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><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• CTE has made excellent progress because of advisory boards and work experience opportunities. CTE programs generally have a lead person, so other academic areas need a designated person to follow through on the design.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Construct a map through each degree and certificate that clearly illustrates the pathway.</li> <li>• Connect programs, degrees and certificates to occupations so students may understand employment options available through particular courses of study.</li> <li>• Ensure that students experience an orientation that includes career counseling and guidance.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Fall 2017-Summer 2019</li> </ul>
<p>b. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• This could happen with better communication with faculty and the people responsible for web updating. Information needs to be tracked, recorded, then updated on the website. Once again, due to the structure of CTE programs, their pages on the website are better at communicating this information to various stakeholders.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Connect programs, degrees and certificates to occupations so students may understand employment options available through particular courses of study.</li> <li>• Utilize webpages as branching off points for students to explore employment opportunities.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Summer 2017-Summer 2018</li> </ul>

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<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> <input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input checked="" type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale         </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>The Institutional Capacity Assessment Tool rated the institution at a moderate level of capacity. Maps through programs exist in many areas, though not all that exist are published on the website or in the catalog. This is an area of opportunity.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Construct a map through each degree and certificate that clearly illustrates the pathway.</li> <li>Construct helpful paths through general education that align with various degrees, thus simplifying choice for students.</li> <li>Ensure that all students have a comprehensive educational plan that details coursework from start to finish of a program or degree.</li> <li>Create a general master template for presenting maps through degrees and programs that brands the pathway so students find it easily recognizable and simple to follow.</li> <li>Ensure that these templates are posted consistently on the division webpages, pathway webpage, and in the college catalog.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2017-Summer 2019</li> </ul>

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<p><b>2. HELPING STUDENTS CHOOSE AND ENTER A 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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>The Institutional Capacity Assessment Tool rated the institution between Moderate and Strong level of capacity in this area. Increased attention to advising accessibility (e.g. Pathways Centers) and the FTIC and Guidance courses has facilitated more access to education and career planning.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Expand programming to capacity so all students have career testing and educational planning.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Summer 2017 – Fall 2018</li> </ul>
<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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>The Institutional Capacity Assessment Tool rated the institution at a moderate level of capacity in the commitment to apply research-based instructional practices; providing resources to maximize the use of technology in educational practice, and providing a comprehensive array of learning supports for students.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Further implementation of initiatives like “Reading Apprenticeship”, systematic analysis and application of support services i.e. Supplemental Instruction, Tutoring, etc.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2017 – Fall 2020</li> </ul>
<p>c. Required math courses are appropriately aligned with the student’s field of study.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>A split has been defined between STEM/NonSTEM majors and math courses aligned for those tracks. The challenge is acknowledged, and work is in progress to assist with preparation for college level math. The discussion is complicated by the UC/CSU lack of consistency in expectation for articulated courses.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Continue developing non-credit coursework where appropriate.</li> <li>Ensure students are properly placed through the use of multiple measures.</li> <li>Make sure students have seen a counselor before choosing Math course(s).</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Noncredit Fall 2017 – Fall 2018</li> <li>Dev Ed for CTE Spring 2019 – Fall 2019</li> </ul>

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<p>d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Participants desire definition for “intensive” and “very poorly prepared”; however, working with individual definitions, responses include the development of the Math 900 series for remediation; FTIC courses aid in study skills; English has both condensed and accelerated courses (e.g. ENG100 which combines dev ed and transfer English); and tutoring is available in all basic skills areas. Math and English are the gateway courses where we cannot seem to offer enough sections to meet demand.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Standardize tutoring availability and preparedness across basic skills.</li> <li>Improve the FTIC to ensure that students who need support with learning to study, etc. are given the education in that regard.</li> <li>Scale up the best practices that exist in programs like TRIO and UMOJA which offer intensive student support.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2017 – Fall 2020</li> </ul>
<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>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>We have an Outreach program and Access Team; however, there are more High Schools than people who can reach out to those students and make individual contacts. Faculty in some areas consistently communicate with High School peer faculty; however, that is not a consistent practice, thus consistency of coursework is not ensured from high school to college.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Increase the number of High School visits made by the Access Team.</li> <li>Continue to improve New Student Day to motivate students.</li> <li>Develop CCAP programs and Concurrent enrollment to engage the motivated learners.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2017 – Fall 2019</li> </ul>
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<p><b>3. KEEPING STUDENTS ON THE PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>The Hobson’s Starfish program will assist in the monitoring of student progress toward completion. At this point in time, special programs (e.g. TRIO, DSPS, EOPS, etc.) have consistent monitoring of</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Complete implementation of Starfish</li> <li>Make rosters of declared majors easily accessible to academic faculty so that connections can be made.</li> </ul>

\*All Timelines come from the Modesto Junior College Education Master Plan 5

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	<input type="checkbox"/> At scale	<p>student progress and offer the supports that students needs to progress. Specific academic programs (e.g. Nursing) offer intense advising where faculty and students are in continual conversation about student progress, success, and completion.</p>	<ul style="list-style-type: none"> <li>Scaling the best practices of Intrusive Advising into the academic areas so faculty are equipped to detect areas where students need support.</li> <li>Train the institution how to best utilize the features of Starfish, along with all of our institutional supports, to best serve students' needs and assist with completion.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Summer 2017 – Fall 2018</li> </ul>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>In some programs, this is better established than others. While the institution is working on better and clearer communication with regard to student progress, the current program on which we rely is the degree audit, which isn't easily accessible to students. Starfish will help with this, and students can update their Ed Plans as they make progress and continue their educational choices.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Implement Starfish</li> <li>Comprehensive training on Starfish</li> <li>Comprehensive training for Intrusive Advising</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2018 – Spring 2020</li> </ul>
<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>	<input checked="" type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>The only place that there are <i>alerts</i> is in special programs and athletics. The general student population doesn't have a mechanism in place, except for their paper ed plan, that keeps straight what courses need to be taken, and this doesn't say <i>when</i> the courses will be taken (e.g. fall, spring, summer). Starfish will offer this capability, though the</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Share out best practices from special programs that might be scalable to the institution.</li> <li>Implement Starfish</li> <li>Comprehensive training for Starfish</li> <li>Comprehensive training for Intrusive Advising</li> </ul> <p><i>Timeline for implementing next steps:</i></p>

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		<p>success of it depends upon the extent of the training and the degree to which we utilize the features of the program.</p>	<ul style="list-style-type: none"> <li>Fall 2018 – Spring 2020</li> </ul>
<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> <input checked="" type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale         </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>There is no systematic approach to identifying students who are pursuing particular limited access programs (e.g. nursing) but who are not likely to be accepted.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Design interventions that can identify students who have interests in particular areas, and ensure that through intrusive advising the students are shown other paths for success.</li> <li>Utilize career services to help students identify multiple areas of interest and ability.</li> <li>Ensure that the support components of Starfish are utilized to surround the student with advice and support as they must transition from one program to another.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2018 – Spring 2020</li> </ul>
<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> <input checked="" type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale         </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>While the college has recently invested in the scheduling tool AdAstra, the tool is still in the implementation phase. Scheduling is primarily coordinated at the division level, thus a holistic picture of when patterns are available is not clear. Certain certificates and degrees, primarily in CTE areas, are advanced in this area, but the institution as a whole has significant opportunity for improvement in this area. In addition to AdAstra, which</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Continue implementation of AdAstra</li> <li>Mobilize the Strategic Scheduling/Enrollment Management Workgroup to analyze and strategize more efficient schedules</li> <li>Use data from Starfish in conjunction with the data from AdAstra to more accurately identify courses, sections, and number of sections needed each semester to accommodate access and completion.</li> </ul>

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		<p>has a predictive analytics component that can assist with more precise needed numbers of sections, the program Starfish will assist with knowing how many majors in each area and where they are in their progress. These data will more help construct a more precise schedule. The missing component, which is still more trial and error, is knowing when to schedule classes so that the majority of students have access. Also, no program can alleviate the bottleneck in the gatekeeper basic skills sequences in English and Math. Progress is being made in acceleration and noncredit; however, there is opportunity for serving students better in this area.</p>	<ul style="list-style-type: none"> <li>Complete “maps through majors” so that all areas have distinct sequence and rotation available for planning purposes.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2017 – Spring 2019</li> </ul>
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<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> <input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input checked="" type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale         </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>The Institutional Capacity Assessment Tool indicates the community assessment regarding PLOs and Structured Program Maps to have a “moderate level of capacity established”. There are PLOs established for all programs; however, not all are current on assessments or consistent in methodology. More consistent opportunity should be made for “closing the loop” on assessment conversations and going from analysis to improvement.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Complete Program Mapping; Next Cycle of Assessments.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2017 – Spring 2020</li> </ul>



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<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><input type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Rated as “Not Systematic”, the consensus is that in many CTE areas and Nursing, students have these opportunities, and even in those programs the internships and clinicals aren’t systematically required. In the transfer areas, instructors independently incorporate service learning and public engagement in their courses. Instructors often have students create portfolios to prepare to show their work in other arenas (i.e. job interviews). This practice, while helpful to the students who encounter it, is not formalized at an institutional level. It was suggested that resources and communication about professional development opportunities for faculty in these areas would be beneficial.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Utilize the revamped Career Center to organize Internships</li> <li>Have Institutional conversation about incorporating these various types of learning into certificates, programs and degrees.</li> <li>Create institutional policy on parameters for service learning.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2017 – Fall 2020</li> </ul>
<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><input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input checked="" type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>The Institutional Capacity Assessment Tool indicates a moderate level of capacity established. The increased professional development surrounding assessment and the utilization of eLumen continues to facilitate progress toward assessing at scale, though there is still opportunity to grow in this area. The institution has an aspirational goal of 100% compliance with assessments; however, we are not there yet. There is opportunity to improve the final part of the assessment process: analysis of data and improvements in the programs.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Attain 100% completion of assessments.</li> <li>Schedule and conduct routine analysis of data</li> <li>Create programmatic improvements as needed</li> <li>Implement improvements and reassess</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2018</li> <li>Ongoing Continuous Quality Improvement</li> </ul>

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<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>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>The Institutional Capacity Assessment Tool indicates the community assessment regarding using data results from learning outcomes and program review to have a “moderate level of capacity established”. A new Program Review template is being institutionalized, so as programs make their way through this learning curve, there will be opportunity to strengthen the instrument and perfect our practice to better utilize these results.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Complete all of the assessment and learning outcomes measures including closure conversations and planning</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2018</li> </ul>
<p>e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<input checked="" type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>While individual instructors may help students measure and document their progress in ways such as e-folios or portfolio work, this type of documentation of learning is not systematically done throughout the campus. There are resources that exist, but that are not fully leveraged (e.g. digital course badges, skills certificates, etc.). There needs to be broader discussion about the direction the institution wishes to go with regard to documenting learning outside of the transcript. The efforts need to be true to the discipline of study while still being standardized for consistency of utilization within the institution.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Institutional conversation about how to utilize means other than transcripts to document learning.</li> <li>Establish parameters for these types of documentation (whether badging, e-folios, certificates, etc.)</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2019 – Spring 2020</li> </ul>

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<p>f. 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> <input type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale         </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>The institution implements the CCSSE every two years for students. While results are made available, there is not institution-wide conversation about the results, potential improvements, and planning and implementation of these improvements. The second piece of the “essential practice” – using the results to create targeted professional development – does not occur. Professional development tends to stem from the major initiatives at the college or is prompted by needs that arise. Stated another way, planning for professional development is reactive rather than directed from analysis of data.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Schedule regular, consistent college-wide discussions in established councils and also in the annual Assessment Day to analyze the data from CCSSE.</li> <li>Plan Professional Development based on the results of the data in conjunction with major college initiatives and strategic goals.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2017 – Spring 2020</li> </ul>