



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

Revised February 2019

Institution Name: | Hartnell College |

Date: | 4/29/2019 |

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, 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 spring 2019. 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 of study</u>

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.

A new addition to the SOAA in fall 2018: 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.

The SOAA was recently 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 initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

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>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • 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? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</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> <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"> • Summer 2018 Inquiry Group research & discussion: faculty, student, administrator, and staff participants • Fall 2018 Entering Students Team took on meta-majors as one of their projects • Spring 2019 Entering Students Team is using faculty, staff, administrator, and student leader feedback to compile guiding principles for constructing the first draft of meta-majors <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Fall 2019 Entering Students Team will construct first draft of meta-majors using guiding principles • 2019-2020 Meta-major drafts will receive feedback from all stakeholders at the College, high schools, and industry. Multiple revisions of meta-majors are expected • Spring 2020 Meta-majors approved • <i>Timeline for implementing next steps:</i> • 2019-2020 academic year

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<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>	<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> [Some programs such as nursing, future educators, & CTE have better connections between programs of study and career.]</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: []</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • [Spring 2019 one of the guiding principles adopted by the Entering Students Team for use in constructing meta-majors Fall 2019 has to do with aligning meta-majors with career paths. • Spring 2020 Entering Students team will collaborate with College stakeholders in the construction of a meta-majors graphic to include career paths] <p>• <i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [2019-2020]
<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</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><i>Progress to date:</i> ➤ [The College has a Transfer and Career Center web page on our web site.]</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: []</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • [2020-2021 Entering Students Team will design & approve meta-majors dashboard to be located on the home page of web site with career info and links to more detailed information concerning level of education needed and potential salary] <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [2020-2021]

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<p>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.</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> Several attempts have been made by programs and individuals at the College to sequence and map courses. Some programs have more efficient and clearly mapped courses than others.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Starting Spring 2019 Hartnell College Redesign Guided Pathways leadership is bringing key players at the College together to begin coordinating timeline for meta-majors, program mapping, SLOs, PLOs, and PPA 2019-2020 Some program mapping likely to happen as meta-majors are prepared to be put in place 2020-2021 Entering Students Team takes on how, when, and by whom program mapping will be completed for full-time students to start <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019-2020
<p>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>)</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> ➤ The College has hired on partial release time three faculty AB705 leads from math, English, and counseling. Math alignment is nearly complete pending CTE curriculum adjustments.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i> 2019-2020 AB705 leads will complete and implement curriculum changes </p> <p><i>Timeline for implementing next steps:</i> ➤ 2019-2020 </p>

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> ➤ 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 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? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</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> <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"> • Seeing a counselor and developing an Ed plan is required as one of the steps to success when enrolling. Some Hartnell and dual enrollment students choose to take Counseling courses that offer more information in these areas <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ➤ 2019-2020 Pre-Enrolled Students Team will design & approve system for creating, housing, and updating consistent PR materials for outreach ➤ 2019-2020 Pre-Enrolled Student Team will design & approve system for mapping pre-enrolled student pathways and keeping these materials up to date <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ➤ 2019-2020
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</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"> • Panther Learning Lab offers para-professional and peer tutoring services at multiple locations. • Both dual enrollment and entering students are being encouraged to take Counseling 1, which is an introduction to college course. However, there are limited number of sections and the curriculum needs to be re-evaluated and possible revised. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ➤ 2019-2020 Early Support Services will use data from trial run Spring 2019 to improve the program and to make plans for upscaling access ➤ <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ➤ 2019-2020

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		<ul style="list-style-type: none"> Starfish is being used on a limited basis for certain classes (especially math and English). Early Support Specialists and Instructors work to report and help students <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	
<p>c. 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>(Note: This practice was added to the SOAA in February 2019)</i></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"> The College has hired on partial release time three faculty AB705 leads from math, English, and counseling. They have aligned the Math Academy noncredit course with newer strategies of math department’s collaboration with Panther Learning Lab tutorial center with math/STEM focused location and with a newly developed co-requisite math lab course offering. <p>Term, if <i>at scale</i> or <i>scaling</i>: March 2019 </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Fall 2019 The AB705 leads will coordinate full implementation <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></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"> The College has hired on partial release time three faculty AB705 leads from math, English, and counseling. They have aligned the reading strategies/writing/humanities 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Fall 2019 The AB705 leads will coordinate full implementation. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019

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		<p>location of the Panther Learning Lab with a newly developed 4-unit option of English 1A called English 1AX </p> <p>Term, if <i>at scale</i> or <i>scaling</i>: March 2019 </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> 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> The academic probation system notifies and holds mandatory workshops to help students get back on track </p> <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Fall 2019 Entering Students Team will design and gain approval for Panther Days, a summer bridge program, aimed at creating a culture of welcome and engagement at the College so that students feel comfortable asking for help, they know where to seek help, and that College stakeholders as a whole (employees and students) are helpful to those with questions <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019
<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><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"> • The College holds regular Panther Prep days at high schools to enroll and encourage attending Hartnell. The College also partners incarceration facilities to schedule classes. The College holds events such as Family Café, Coder Dojo, and parent education programs to 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • 2019-2020 Pre-Enrolled Students Team will design & approve intentional outcomes for outreach and the institutionalization of the current informal Pathways Committee • 2019-2020 Dual Enrollment will develop academic pathways

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		<p>reach out to younger children and their families. </p> <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019-2020

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<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> ➤ How do the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? ➤ 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? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</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"> • An evaluation team reviews student progress when they petition for graduation, which is typically the semester they plan on graduating or the semester before planned graduation. • Advisors do this in programs with cohorts like Nursing, CSin3, and Teacher Pathways. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ➤ 2019-2020 Enrollment services plans to expand the number of employees on the evaluation team and/or to allow more uninterrupted, dedicated time to this task. ➤ The Completing Students Team will design and gain approval for a system of coordinated resources to operationalize support strategies including completion and transfer workshops, emotional supports, drop-in counseling and financial literacy, etc. ➤

			<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ➤ 2019-2020
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</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"> • Every student has an Ed plan but students must make adjustments themselves or go see a counselor if changes occur. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ➤ 2019-2020 The Continuing Students Team will design and approve a systematic “Second Year Experience” ➤ Fall 2019 The Continuing Students Team will be piloting registration for targeted groups through Lucian Go. ➤ The Continuing Students Team will design and approve a more student friendly “night administrator” system <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ➤ 2019-2020
<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><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"> ➤ Students can make an appointment with a counselor if they want help rewriting their Ed plan or other assistance. A few programs such as teacher education have program specific counselors who monitor students in the program closely <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ➤ 2020-2021 Once meta-majors are in place, the College plans to look more closely at how to best monitor and help students within these clusters stay on track <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ➤ 2020-2021
<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 type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> ➤ Nursing and Respiratory Care are have been fully at scale for decades as is required by law. Students who are struggling are tracked and encouraged to move into related 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • 2019-2020 As the Entering Students Team designs meta-majors and links them to career paths, they will mindful of the connections between these

		<p>areas such as EMT.</p> <ul style="list-style-type: none"> ➤ In our MAESTROs program, we take all students who want to be teachers (STEM, special ed, secondary and elementary) whereas Teaching Program Pathway cohort is strictly for elementary teachers. If students can't commit to the cohort, they can change their affiliation to MAESTROs. ➤ CSin3 Program only accept some-applications based on interview, work in spring of senior year of high school to show commitment, etc. Students who do not get a place in CSin3, or are not able to keep up, can go into regular computer science. ➤ <p>Term, if <i>at scale</i> or <i>scaling</i>: 1972 and 2019</p>	<p>programs.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019-2020
<p>e. The college schedules course 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>	<ul style="list-style-type: none"> <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"> • Some programs have completed course sequencing. However, issues arise when classes have to be cancelled due to low enrollment or when a student must withdraw from a course that is only offered every two years. There are many courses offered online and at night. More late-start classes are beginning to be utilized by programs. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Starting Spring 2019 and Hartnell College Redesign Guided Pathways leadership is bringing key players at the College together to begin coordinating timeline for meta-majors, program mapping, SLOs, PLOs, and PPA • 2019-2020 Some program mapping likely to happen as meta-majors are prepared to be put in place • 2020-2021 Entering Students Team designs and approves plan

		<p>Term, if <i>at scale</i> or <i>scaling</i>. </p>	<p>for Program mapping to scale which includes user friendly scheduling of classes for students </p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019-2021
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<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> ➤ 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)? ➤ 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? 			
<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> <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"> • PLOs are aligned with educational and employment outcomes, but for most programs outside CTE and ADT the connection to transfer and employment is implied rather than direct. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ➤ Starting Spring 2019 Hartnell College Redesign Guided Pathways leadership is bringing key players at the College together to begin coordinating timeline for meta-majors, program mapping, SLOs, PLOs, and PPA <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ➤ 2019
<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> <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"> • Hartnell College has a Professional Development Center. In addition, the Professional Development Committee brings high impact instructional training, holds an annual Student Success Conference for two days before the start of Spring semester, and evaluates other events to assess flex credit. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ➤ 2019-2020 The Facilitation Team will design and gain approval for a coordinated, equitable system for selecting council and committee membership including staff, faculty, administrators, and students ➤ 2019-2020 The Facilitation Team will design and gain approval for a system of facilitated forums to foster engagement of employees on multiple levels ➤ 2019-2020 The Facilitation Team will design and gain approval for an

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>online operational manual to streamline institutional processes </p> <p>➤</p> <p><i>Timeline for implementing next steps: 2</i></p> <p>➤ 2019-2020 </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><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"> The College has a Career & Transfer Center, offers internships, and offers co-ops and clinical placements in some programs such as nursing. We have a long-standing study abroad summer opportunity through the Boranda Program. The STEM Research Internship Program offers exemplar job experience. Service learning and experiential learning used by some instructors. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <p>2020 -2021 IT plans to implement resources for students, such as creating a communication portal which will include access information about internships, work-based learning, and job readiness activities</p> <p><i>Timeline for implementing next steps:</i></p> <p>➤ 2020-2021 </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><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> O&A Committee worked with Faculty to develop assessment calendars for each program The O&A Committee vetted, tested and implemented an electronic assessment system in Fall 2016 Hartnell has been conducting SLO and PLO assessment every term since with a program review 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Overseen by the Outcomes and Assessment Specialist, interventions and changes will be made and implemented based on data to the SLOs and PLOs for the re-assessment in Fall 2020 Continue assessment cycle <p><i>Timeline for implementing next steps:</i></p>

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		<p>occurring in Fall 2019/Spring 2020 </p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2016 </p>	<ul style="list-style-type: none"> • Program review Fall 2019 / Spring 2020 • Re-assessment cycle continues Fall 2020
<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><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"> ➤ SLOs are regularly assessed to improve teaching and learning. Some PPA budgeting requests and professional development are the result of SLO review. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Starting Spring 2019 Hartnell College Redesign Guided Pathways leadership is bringing key players at the College together to begin coordinating timeline for meta-majors, program mapping, SLOs, PLOs, and PPA <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><input checked="" type="checkbox"/> Not occurring</p> <p><input 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"> • Individual instructors assign projects such as in statistics and some clubs hold contexts for work such as writing, but there is not College-wide system. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • 2020 -2021 IT plans to implement resources for students, such as career placement and tracking software. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2020-2021
<p>g. 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</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"> • IPRE has held CCSSE and SENSE workshops and incorporates data analysis in the PPA process. The Director of Institutional Research assists groups throughout the College with data collection and 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Fall 2019 Hartnell College Redesign Guided Pathways leadership has been awarded a small grant to embed data coaches within the five teams for fall semester

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		<p>interpretation. </p> <p>Term, if <i>at scale</i> or <i>scaling</i>. </p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019-2020