

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: | College of the Desert |

Date: | 4-23-19 |

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</u> 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. *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@cccoco.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"> • Applied Science and Business have created http://www.cod2careers.com/ to promote CTE certificate programs • Health Science and Education have organized website around careers • The campus wide Guided Pathways taskforce voted to approve contracting Insight Research Group in Fall 2018. A key piece of the work scope was to gather student input via a sorting exercised aimed at collecting student voices on an intuitive organizational structure for grouping college programs • GP Pillar team 1 tasked with facilitating campus-wide Meta Major sorting activities taking place Sp 19 • During Spring 2019 High School campus visits at COD, students are participating in a meta major sorting 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Meta Major sorting activities open to staff, current students, faculty, and leadership will be completed. • Meta Major recommendations will go to Senate & College Planning Council • Meta Major website design work to occur following approval <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019/2020

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		activity facilitated by the Guided Pathways Pillar I Team Term, if <i>at scale</i> or <i>scaling</i> :	
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.	<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	<i>Progress to date:</i> <ul style="list-style-type: none"> • Educational Master Plan (2016) incorporated extensive research on employment opportunities for college's service area • All CTE Programs work with Advisory Committees consisting of regional employers to ensure that curriculum prepares students for program relevant careers in COD service area • In 2016, COD invested in and opened a Career and Workforce Solutions Center (CWSC) dedicated to career development. The CWSC offers workshops, job search assistance, interviewing skills training, college/career exploration, career assessments, skills building, and individual career counseling. • In March 2018, 13 COD Career and Technical Education (CTE) programs were recognized by the California Community Colleges Chancellor's Office as "Strong Workforce Stars" (SWS). 	<i>Next steps:</i> <ul style="list-style-type: none"> • Meta Major redesign of website will allow COD to highlight academic programs with career research information as a package design making the search process student forward <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • 2020

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		Term, if <i>at scale</i> or <i>scaling</i> :	
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</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"> • Detailed employment and transfer information is available on the website. LMI data with regional job and industry projections available on Institutional Research page • COD Career and Workforce Solutions Center has several “Explore Career” resources: <ul style="list-style-type: none"> ○ COD 2 Careers ○ What Can I Do With This Major? ○ California Career Cafe ○ California Career Zone ○ My Next Move ○ Career One Stop ○ Eureka ○ EMSI Career Coach • Transfer Center website provides detailed information on application deadlines, articulation agreements, general ed requirements, roadmaps to degree completion <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Employment and education opportunities needs to be more cohesively presented with program information simplifying and increasing student access • Website will be redesigned to include future education information, employment, salary and future career opportunities for all career pathways by program or meta major • Roadmaps to Degree Completion need to be completed with all ADTs <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2020

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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></p> <ul style="list-style-type: none"> • The Student Transfer Achievement Reform Act (SB 1440) spurred initial Curriculum committee efforts to streamline paths through elimination of standalone courses and removal of non-validated prerequisites. COD was an early adopter of ADT pathways, and offers 33 of the 36 ADT programs for which it is eligible • The Student Success Act (SB 1456) redesigned matriculation services and was a catalyst to COD creating a student-driven SEP process that can be completed online or in an open-access lab. COD has adopted an electronic tool enabling students to access their SEP 24/7 and create a two-year required-course roadmap from default academic program maps. The tool also provides dashboards for milestones and progress, including an automatic degree audit. Students register for courses directly from their SEP plan • Academic maps for all programs in the School of Applied Sciences & Business and some Science and Math programs were created by faculty and administration and were sent to Counseling for input; using this input, maps are currently in the revision stage and are expected to be completed by fall 2019. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Exiting program maps will need to go through additional revision stages as further meta major curriculum work is completed • Pillar Team 4 will develop action plan for facilitating work with faculty to review program mapping: <ul style="list-style-type: none"> o curriculum design per meta-majors o aligned learning outcomes o articulation with four-year institutions o aligned curriculum with industry needs <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 19 – develop action plan for facilitating program mapping in areas that have not completed maps and for revising existing mapping work as needed • Spring 2020-2022 Faculty review program mapping

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		Term, if <i>at scale</i> or <i>scaling</i> :	
<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>	<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"> In fall 2018, Math and English faculty created materials for a self-guided Placement tool that allows students to map math paths by area of study. Currently that tool is being built in Canvas and will be accessible to current and potential students <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Web page creation that incorporates a self-guided placement tool and math course information related to field of study is being created College is reviewing top codes and markers to ensure that student capture rates in non-Math coded Statistics, Early Childhood Education, and Business courses will be captured on student success metrics Additional options that would satisfy college level math requirements may be explored for possible curriculum development <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019/20

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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"> In 2017, the pLEDGE (COD’s program for all new incoming high school graduates that incorporates outreach and matriculation to successful completion) “High School Outreach Day” matriculation event expanded career exploration and SEP completion into regional high schools by requiring potential pLEDGE students to complete an Abbreviated SEP, select an academic major, and attend a workshop called a “Career Party” prior to registering for classes. In 2018, required Career Coaching was added to the matriculation process as a required enrollment activity In 2018, as part of COD inaugural “Family Night” potential students with their families participated in a career fair where they could learn about COD’s programs and ask questions of the faculty All students are incentivized to complete their SEP’s before completing 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> To examine ways for the career exploration and SEP completion that takes place during High School Outreach day can be scaled for all students <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019/20

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		15 units to maintain priority registration Term, if <i>at scale</i> or <i>scaling</i> :	
b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas .	<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	<i>Progress to date:</i> <ul style="list-style-type: none"> • COD has increased support in counseling, tutoring, supplemental instruction, technological tools (i.e. early alert, online tutoring, etc.) • The pLEDGE program requires participation in a summer bridge program that addresses student success skills • All first time students are encouraged to take our College 1 course that address student success • College provides intrusive advising and wrap around services for all categorical programs and pLEDGE students • Tutoring and Academic Skills Center (TASC) available at all locations; tutoring services available in person or online Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> • Examine potential to scale key elements of College 1 and Summer Edge courses in modalities and scheduling that could be accessed by all students <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • Fall 2019
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • The pLEDGE program requires participation in a summer bridge 	<i>Next steps:</i>

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<p>“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"/> Scaling in progress <input type="checkbox"/> At scale	<p>program that addresses remediation in math</p> <ul style="list-style-type: none"> • Math tutoring services available in person or online through TASC at all sites • Increased counseling and services for STEM (i.e. MESA) students • In the Spring 19 semester, students were able to enroll in Social Statistics course without intermediate algebra pre-requisite. Data on success rates of students with and without the pre-requisite will be analyzed at the end of the term for guidance on what type of support course may be necessary. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<ul style="list-style-type: none"> • College is implementing evidence-based practices to increase access and success in transfer-level math <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019/2020
<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 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"> • The pLEDGE program requires participation in a summer bridge program that addresses remediation in English • English & ESL tutoring services available in person or online through TASC at all sites • Implemented Reading Apprenticeship in in College 1 courses 2017/2018 <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • College is implementing evidence-based practices to increase access and success in transfer-level English. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019/2020

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<p>e. 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"> Hired an At Risk/Retention Counselor to increase follow up services Spring of 2017 we launched a new, online, probation workshop for students on academic and progress probation. All students were required to complete the workshop in order to receive priority registration <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> College is implementing evidence-based practices to increase access and success of at-risk students <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019/2020
<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>	<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"> Between 2017 and 2018, student participation in pLEDGE increased by 44%, from 1,004 students (2017) to 1,446 (2018) students. Participation levels for each year represented 60% (2017) and 80% (2018) of all new incoming students Through pLEDGE, COD sponsors “High School Outreach Day” Sept. 2017, Piloted “College for a Day” with a local high school whereby college prep seniors attended English and Math classes for one day Dual enrollment courses are offered in a number of disciplines. CCAP agreements are in place between the district and all (3) local K-12 districts. The Academic Senate is working on a resolution outlining how 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Examine was COD can bridge programs and services with feeder adult ed programs through of Desert Regional Consortium Work with Academic Senate to establish a procedure for COD faculty to be involved in the selection and evaluation of High School teachers delivering dual enrollment instruction. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2020

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		<p>COD faculty will participate in the selection and evaluation of Dual Enrollment instructors.</p> <ul style="list-style-type: none"> • COD hosts month K-12 consortium meetings • COD member of Desert Regional Consortium for Adult Ed programs • In Spring 2019, COD applied for Online Education Initiative to develop entry level online CTE certificates that build on not-for-credit programs offered through the Online college <p>Term, if <i>at scale</i> or <i>scaling</i>. </p>	

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<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does 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 <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"> • Incoming new high school students must complete their SEP's prior to enrolling at COD; all other students must complete before completing 15 units; this allows the college to monitor the number of students and their progress in every program • All counselors have access to the electronic tool used for SEPs that allows them to view students' detailed progress toward completion, including whether progress is part or full time. This tool is used during advising meetings with students • Through Admissions and Records, Deans can identify specific groups of students within every program and offer or increase sections based on need • Admissions & Records is able to target specific populations of students within a program to advise them on enrollment opportunities <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue to examine how SEP electronic tool can be utilized by students and advisors for monitoring student progress <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 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"> The electronic self-service tool enabling students to access their SEP allows them to see their progress at any point of their path during program completion <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Evaluation on SEP electronic tool <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 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"> The college has expanded the number of counselors and increased services designating additional counselors for At Risk and Retention First Year Experience students; all practice intrusive counseling In the Spring of 2017 COD launched a new, online, probation workshop for students on academic and progress probation. All students were required to complete the workshop in order to receive priority registration. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Continue to examine how SEP electronic tool can be utilized by students and advisors for monitoring progress on plans and identify potential for automated alerts when students are at risk of falling off plans <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2020
<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 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 considering a Nursing career are encouraged to meet with our Nursing counselor who advises these students about the program as well as alternative careers in related programs Instructional faculty are provided basic advising resources to assist with program advising. This allows faculty to work with current and potential 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Examine how meta-major groupings can be used for advising students on less impacted programs in related fields of interest <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2020-2021

		<p>students and advise them about issues such as impacted programs</p> <ul style="list-style-type: none"> • Regular workshops on transfer are provided and create opportunities for students to gain valuable strategies on applying to impacted programs <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	
<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 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 has a robust Enrollment Management committee that examines scheduling needs by program level, site location, and modality • College is currently beta-testing new scheduling tool • By knowing how many students are enrolled in each program through SEP's, the college is able to track data through both the Office of Institutional Research and Admissions and Records and then work with Deans to create responsive schedules <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Implementing new scheduling tool <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2019 partial implementation & Spring 2020 full implementation

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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 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"> • All courses offered at COD have student learning outcomes (SLOs) which are all included on the Course Outline of Record • The college has two SLO Coordinators, each with 40% release to provide professional development opportunities, trainings, and workshops on SLO/PLO writing and assessment • A full account of all assessment reports and cycles has been completed and inputted into the Advanced SharePoint. In spring 2018, the eLumen software system was purchased and is currently in the process of being implemented. This new software will provide better college tracking and broader faculty input on learning outcomes work • The Outcomes and Assessment committee representatives and SLO Coordinators are working with discipline faculty to complete the course SLO assessments 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • By the end of the 2018-2019 academic year, the college expects that 100% of all courses offered will have completed an assessment of course-level student learning outcomes • By fall 2019, eLumen software should be fully implemented <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2019

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		<ul style="list-style-type: none"> CTE faculty meet regularly to ensure that program outcomes align with Industry needs <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	
<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>	<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><i>Progress to date:</i></p> <ul style="list-style-type: none"> As part of our Curriculum approval process, courses must demonstrate a variety of methodologies; for instance, collaboration, self-exploration, skilled practice at work stations, etc. Program Outcomes are tied to the college's general education outcomes that include draw connections between course work and life & work, making critical judgments about the validity of course info, etc. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Assessment for continuous improvement <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ongoing
<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>	<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><i>Progress to date:</i></p> <ul style="list-style-type: none"> Cooperative Work Experience Education is an important component of the education and training that students receive at College of the Desert (COD). Work Experience courses enable students to integrate their classroom-based learning into a real work environment 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Assessment for continuous improvement <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ongoing

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		<ul style="list-style-type: none"> • The Career and Workforce Solutions Center enhances student success by helping students be active participants in their career development, including through job placement • Students in our Broadcasting program run a student radio station KCOD which has been nationally recognized for the past 3 years • A number of programs (Early Childhood Education, Anthropology, etc.) take students on study abroad trips each summer • The Culinary program students are actively involved in our Food Pantry program, including providing teaching demonstrations on cooking with food pantry items. Additionally, the Culinary program regularly caters special college events • The STEM program organizes and recruits to participate in summer research opportunities • COD is 1 out of 6 community colleges in the nation collaborating with NASA to bring the NCAS (NASA Community College Aerospace Scholar) program to our students • pLEDGE students are required to complete 10 hours of community service during the Fall 2018-Spring 2019 academic year. 	

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		Term, if <i>at scale</i> or <i>scaling</i> :	
<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>	<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"> • In Fall 2018, the Academic Senate voted to approve a full program SLO/PLO assessment cycle every 3 years • In all courses, faculty assess students for content mastery. In a number of programs (Math, etc.), common assessments are used to ensure standardized course outcomes and mastery of skills before advancement • As part of our annual program review, success metrics are built into the planning tool to ensure that meaningful dialogue takes place around outcomes and continues improvements are being made <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Engage faculty to assess how SLO/PLO assessment tied to program review is working <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 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>	<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><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Detailed information on learning outcome assessments and what program changes result from these assessments are part of the annual program review (Pep-up) and the more substantial 5 year program review (Pep) • Discipline faculty have monthly meetings and assessment related topics are standing agenda items 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Do needs assessment on learning outcomes assessment and professional development <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019-2020

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		Term, if <i>at scale</i> or <i>scaling</i> :	
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</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"> • [The Career and Workforce Solutions Center offers resume writing workshops and trains students on how to capture and document their educations for future employers • A number of programs, particularly in Business & Applied Science and Arts and Media help students create portfolios of their academic work] <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • [Identify areas where this is happening well and how documenting skills for industry partners can be improved] <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [2020]
<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>	<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"> • [In Fall 2018, COD contracted with Interact to complete both an online student survey and focus groups to poll students on the 4 Pillars of Guided Pathways. That disaggregated data was then shared with GP Teams who are making recommendations on work that needs to take place; one of those recommendations is related toward a professional development plan. • The Assessment of Planning and Outcomes committee assess the performance of the college in relation to the goals and objectives specified in 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • [Complete college-wide professional development needs assessment] <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [Spring 2019]

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		<p>its strategic and operational plans. The committee evaluates the planning and institutional effectiveness process and make recommendations which include professional development</p> <ul style="list-style-type: none"> • The Office of Institutional Research provides ongoing evidence-based data to support assessment of policy and practices • The Equity committee relies on disaggregation of student success metrics to make informed decisions on institutional planning • In Spring 2019, the college Planning Council created a work group for developing an integrated professional development plan • The Distance Education subcommittee has annually assesses online certification requires under AP 4105 and made adjustments to professional development training through both the certification and open to all faculty • Annually the college assesses the New Faculty Orientation which has resulted in significant changes like adding an ACUE online course <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	