**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT**
**AACC PATHWAYS COLLEGES' ASSESSMENT OF PROGRESS IN IMPLEMENTING PATHWAYS AS OF FALL 2021**
November 2021

**Institution Name:** Bakersfield College                                                                      **Date:**

**Please list the names and titles of the individuals involved in completing the SOAA:**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. 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) and in several CCRC guided pathways projects.

In column two, indicate the extent to which each essential practice listed in the first column is currently implemented at your college as of fall 2021 using the following scale:

| Scale of Adoption | Definition |
|---|---|
| *Not occurring* | College is currently not following, or planning to follow, this practice |
| *Not systematic* | Practice is incomplete, inconsistent, informal, and/or optional |
| *Planning to scale* | College is has made plans to implement the practice at scale and has started to put these plans into place |
| *Scaling in progress* | Implementation of the practice is in progress for all students **(and impacts >50% of new students)** |
| *At scale* | Practice is implemented at scale—that is, for all students in all programs of study **(and impacts >80% of new students)** |

In column three, describe any updates in 2021 toward implementing each practice at scale. For practices that are *scaling* or *at scale*, please indicate which semester a practice first reached this point. Finally, in column four, indicate significant next steps your college plans to take in spring and fall 2022 toward implementing the given practice at scale. If your college does not have any updates for 2021 and/or does not have significant next steps in the coming year, you may leave the response blank.

**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.

Your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals by using the "Equity Considerations" questions listed in each practice area. We hope the questions help initiate or advance conversations about whether and how institutional practices are having

Draft: 2/28/22 GC

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.

**Please email the completed SOAA to Hana Lahr by January 14, 2022**. **(Deadline extended till March 31, 2022)** If you have questions about the SOAA or follow-up interviews, please contact Serena Klempin (sck2130@tc.columbia.edu) or Hana Lahr (lahr@tc.columbia.edu).

NOTE: This is the sixth and final Scale of Adoption Assessment that CCRC is conducting as part of the AACC Pathways Project.

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| *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.* <br><br> Equity Considerations in Area 1: <br> • Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? <br> • 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 underrepresented students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? <br> • 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? <br> • As faculty make curricular changes to ensure a coherent educational pathway, is there also a required process for curriculum review to address race and equity issues in coursework (for example, in criminal justice, health careers, social and human services, American history, and so on) across the curriculum? | | | |
| **1. MAPPING PATHWAYS TO STUDENT END GOALS** <br><br> a. Programs are organized and marketed in broad career-focused academic | ☐ Not occurring <br> ☐ Not systematic <br> ☐ Planning to scale <br> ☐ Scaling in progress <br> ☐ At scale | *Updates in 2021:* <br><br><br><br> Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |

Draft: 2/28/22 GC

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| and communities or "meta-majors". | | *For Reference - Notable Progress in 2020-2021:*<br>• Dean Instructional Departments alignment with pathways<br>• Addition of program template creations for program mapper and Starfish Degree Planner through curriculum process<br>• Addition of program mapper updates through program review process<br><br>Term, if *at scale* or *scaling*: Fall 2017 | *For Reference - Significant Next Steps for AY 2021-2022*<br>• Continue to refine curriculum processes to include program mapper and Starfish Degree Planner template updates/completion |
| 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. | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress<br>☐ At scale | *Updates in 2021:*<br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
| | | *For Reference - Notable Progress in 2020-2021:*<br>• Improved STEM transfer pathways by strengthening partnership with UC Merced and UCLA. Including the development of program maps for Mapper.<br>• Creation of STEM pathway introductory courses STDV-B8<br>• Assigned additional STEM advisor to support efforts<br>• Second year through STEM academy<br><br>Term, if *at scale* or *scaling*: Fall 2018 | *For Reference - Significant Next Steps for AY 2021-2022:*<br>• Continue to scale BC's Bachelor of Science in Industrial Automation program as the program has been sign into legislation (bill AB927) as permanent status.<br>• Submission and approval of additional Bachelor Programs, i.e. Research Laboratory Technology<br>• Redesign of STEM advising in pathway<br>    ○ Development of Starfish checkpoints along path (i.e. success plans, etc.) |

Draft: 2/28/22 GC

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program. | ☐ Not occurring <br> ☐ Not systematic <br> ☐ Planning to scale <br> ☐ Scaling in progress <br> ☐ At scale | *Updates in 2021:* <br><br> Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
|  |  | *For Reference - Notable Progress in 2020-2021:* <br> • Scaled MDRC Success Project now 3 cohorts approximately 300 students total enrolled. We have designated peer mentors to assist with student services specifically with MDRC cohorts. Workshops, money incentives and educational planning specific for MDRC students. <br> • Inclusion of LMI for careers linked to programs in the Program Pathways Mapper. <br><br> Term, if *at scale* or *scaling*: Spring 2018 | *For Reference Significant Next Steps for AY 2021-2022:* <br> • Increase visibility through implementation of Starfish Careers, tied to degree plans. <br> • Work underway to integrate regional LMI data into the Program Pathways Mapper by the end of 2022 (in addition to the current statewide data). |
| 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. | ☐ Not occurring <br> ☐ Not systematic <br> ☐ Planning to scale <br> ☐ Scaling in progress <br> ☐ At scale | *Updates in 2021:* <br><br> Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
|  |  | *For Reference - Notable Progress in 2020-2021:* <br> • Expansion of the PPM to additional California Community Colleges, as well as to the CSU and UC system to improve baccalaureate attainment. <br><br> Term, if *at scale* or *scaling*: Fall 2019 | *For Reference - Significant Next Steps for AY 2021-2022:* <br> • Due to COVID BC will continue the embed Microcredentialing into the PPM |

Draft: 2/28/22 GC

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*) | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress<br>☐ At scale | *Updates in 2021:*<br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
| | | *For Reference - Notable Progress in 2020-2021:*<br>• Continued to refine co-requisite supports, curriculum, and professional development offerings especially in relation to online offerings.<br>• eLumen POR updated as well as banner entries to reflect correct placement levels and pre-requisites needed for appropriate alignment with programs.<br><br>Term, if *at scale* or *scaling*: Fall 2019 | *For Reference - Significant Next Steps for AY 2021-2022:*<br>• Continue to provide professional development offerings |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| Equity Considerations in Area 2: |

Equity Considerations in Area 2:
- 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?

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| 2. **HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY** <br><br> 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. | | *Updates in 2021:* <br><br><br><br><br><br> *Term, if at scale or scaling:* | *Significant Next Steps for Spring and Fall 2022:* |
| | ☐ Not occurring <br> ☐ Not systematic <br> ☐ Planning to scale <br> ☐ Scaling in progress <br> ☐ At scale | *For Reference - Notable Progress in 2020-2021:* <br> • Scaled Early College (dual enrollment/ concurrent enrollment) to over 16,300 enrollments at 39 high schools throughout Kern County.  This program includes appx. 160 sections of dual enrollment career development courses in feeder high school districts during students' 9th grade year during which students develop a preliminary educational plan <br> • Early College and Outreach departments merged to streamline and increase services for all dual and concurrent enrollment students. <br>     o 16,303 Total Early College Enrollments (Dual Enrollment + Concurrent Enrollment) <br>     o Total of 46,538 units earned by high school students. <br> • Launched new Early College pathways: <br>     o Kern High School District <br>        ▪ Industrial Automation AS <br>        ▪ Public Health ADT <br>        ▪ Psychology ADT <br>        ▪ Administration of Justice ADT <br>     o Wonderful College Prep Academy, Lost Hills | *For Reference - Significant Next Steps for AY 2021-2022:* <br> • Scale up Early College at Wonderful College Prep Academy Delano and Wasco High to Level 3: Full Implementation with at least 9 units for all incoming 9th grade students. <br> • Scheduled 878 Dual Enrollment course sections on 39 different high school campuses. (Projected enrollments for 2021-22 = 17,242) <br> • Created new Canvas resources for Dual Enrollment instructors to use to guide students through Ed Plan creation. <br> • Analysis of our CTE Outcomes Survey data shows that URM students are more likely to obtain CTE certificates while non-URM students are more likely to receive Associate degrees. However, the earnings of URM students with certificates are |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| | | ▪ CSU Gen Ed Certificate<br>o Delano Joint Union High School District<br>   ▪ History ADT<br>• New Early College partnerships with 9 new high schools.<br>• Scale of Early College associate degree completion among high school seniors:<br>   o 38 grads in May 2018<br>   o 94 grads in May 2019<br>   o 96 grads in May 2020<br>   o 102 grads in May 2021<br><br>Term, if *at scale* or *scaling*: Fall 2018 | equivalent or greater to the earnings of students with associate degrees. Consideration of the long-term significance of these findings and development of an appropriate response is underway. |
| b. Special supports are provided to help students to succeed in the "gateway" courses for the college's **major program areas**. | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress<br>☐ At scale | *Updates in 2021:*<br><br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
| | | *For Reference - Notable Progress in 2020-2021:*<br>• Full compliance with AB705<br>• Continued efforts for meta-major "101" courses for high demand meta-majors like Health Sciences.<br>• Designated BCSW prime center as pilot for transfer completion through 8+8 road maps.<br>• Development of 8+8 sequenced program (includes 6 road maps to complete degrees at BCSW).<br><br><br>Term, if *at scale* or *scaling*: Fall 2019 | *For Reference - Significant Next Steps for AY 2021-2022:*<br>• Scale 8+8 program to 27 ADTs campus wide not specific to BCSW<br>   o ADMJ, ANTH, BSAD, COMM, PSYC, SOCI<br>• Analysis of our CTE Outcomes Survey data shows that URM students are more likely to obtain CTE certificates while non-URM students are more likely to receive Associate degrees. However, the earnings of URM students with certificates are |

Draft: 2/28/22 GC

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| | | | equivalent or greater to the earnings of students with associate degrees. Consideration of the long-term significance of these findings and development of an appropriate response is underway. |
| c. Special supports are provided to help students to succeed in the program-relevant "gateway" **math** courses by the end of their first year. | | *Updates in 2021:*<br><br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
| | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress<br>☐ At scale | *For Reference - Notable Progress in 2020-2021:*<br>• Full compliance with AB705<br>• Math and English Success Advisory Team monitoring completion through co-requisites in all math and English courses<br>• Continued monitoring of momentum point for completion of transfer-level math in the first year through institution-set standards<br>• Scale of Umoja program to include PSYC B5, Communication, and program level coursework such as HIST, PSYC, SOCI, etc.<br><br><br><br>Term, if *at scale* or *scaling*: Fall 2019 | *Significant Next Steps for AY 2021-2022:*<br>• Improve non-credit support through MATH B71NC<br>• Revise college level course curriculum to meet transfer level standards (TECM B52 & MATH B72)<br>• Continue to improve rate of transfer-level math attempts in the first year, particularly among Latinx and Black students |
| d. Special supports are provided to help students to succeed in the "gateway" **English** courses by the end of their first year. | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress | *Updates in 2021:* | *Significant Next Steps for Spring and Fall 2022:* |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| | ☐ At scale | Term, if *at scale* or *scaling*: | |
| | | *For Reference - Notable Progress in 2020-2021:*<br>• Full compliance with AB705<br>• Math and English Success Advisory Team monitoring completion through co-requisites in all math and English courses<br>• Implemented Boot-camp style NC support courses<br>• Embedded support in transfer level courses (WC model)<br>• Increased sections of transfer level and transfer level with support courses Relocated Writing Center to be easily accessible to humanities and English department. Strengthens relationships between student and faculty. ADA compliance to provide services appropriately.<br>• Writing services redesigned to be apportionment obtaining<br><br><br>Term, if *at scale* or *scaling*: Fall 2019 | *Significant Next Steps for AY 2021-2022:*<br>• Continue to improve rate of transfer-level English attempts in the first year, particularly among Latinx and Black students<br>• Pilot ENGL B99NC non-credit intensive open entry support with topics geared toward student need<br>• Community of practice workshops for faculty to share best practices |
| e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress<br>☐ At scale | *Updates in 2021:*<br><br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |

Draft: 2/28/22 GC

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| | | *For Reference - Notable Progress in 2020-2021:*<br>• Relocation of the Writing Center to be easily accessible to humanities and English department. Strengthens relationships between student and faculty. ADA compliance to provide services appropriately.<br>• Development and implementation of EDUC online learning and accessibility sequences as faculty professional development to support underprepared students. (EDUC B55NC & B68NC noncredit courses for students)<br>• Renegade Hub for students, faculty, and staff for navigating online services and courses<br>• Also, development of transferable EMLS-B1A for written communication.<br>• Implemented TRiO Student Support Services (SSS) a federally funded outreach program designed to: motivate and support students from disadvantaged backgrounds, promote educational success, retention, and persistence, and provide opportunities for low-income, first-generation college students and students with disabilities from diverse backgrounds.<br><br>Term, if *at scale* or *scaling*: Fall 2019 | *For Reference - Significant Next Steps for AY 2021-2022:*<br>• Analysis of our CTE Outcomes Survey data shows that URM students are more likely to obtain CTE certificates while non-URM students are more likely to receive Associate degrees. However, the earnings of URM students with certificates are equivalent or greater to the earnings of students with associate degrees. Consideration of the long-term significance of these findings and development of an appropriate response is underway. |
| f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress | *Updates in 2021:*<br><br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |

Draft: 2/28/22 GC

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| program of study when they enroll in college. | ☐ At scale | *For Reference - Notable Progress in 2020-2021:*<br>• Ongoing intrusive outreach at 50+ local high schools<br>• Grew Early College to over 16,300 enrollments at 39 high schools.  Over 80% of enrollees are students of color<br>• Continued the improvement of dual enrollment offerings to package courses into general education sequences and embedded pathways to certificates and degrees at high schools to improve onramp and promote completion<br><br>Term, if *at scale* or *scaling*: Fall 2018 | *Significant Next Steps for AY 2021-2022:*<br>• Continued scale of Early College at all existing partner high schools<br>• Develop and expand Early College partnerships with alternative education (continuation, credit recovery, and adult education) sites with Concurrent Enrollment opportunities.<br>• New Dual Enrollment offerings:<br>   o Kinesiology<br>   o Health Science<br>   o Public Safety<br>   o Logistics |

Equity Considerations in Area 3:
- How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?
- 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?

| | | | |
|---|---|---|---|
| **3. KEEPING STUDENTS ON PATH**<br><br>a. Advisors monitor which program every student is in and how far along the student is toward | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress<br>☐ At scale | *Updates in 2021:*<br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |

Draft: 2/28/22 GC

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice<br>*(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| completing the program requirements. | | *For Reference - Notable Progress in 2020-2021:*<br>• Implementation of Starfish training and overview through summer bridge and new student orientations.<br><br>Term, if *at scale* or *scaling*: Fall 2018 | *For Reference - Significant Next Steps AY 2021-2022:*<br>• Continued efforts toward improving training for students to utilize Starfish for degree planner.<br>• Improved training for students in utilizing starfish degree planner for course registration needs. |
| b. Students can easily see how far they have come and what they need to do to complete their program. | | *Updates in 2021:*<br><br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
| | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress<br>☐ At scale | *For Reference - Notable Progress in 2020-2021:*<br>• Students have access to create as many degree plans as desired in Starfish. Degree plans outline program completion percentage. Approved plans are marked appropriately by Counselors or Advisors and used by financial aid, etc.<br>• Pathway faculty send referral to pathway counseling teams through Starfish to change majors for students within their courses, as needed and appropriate.<br>• Students have ability to schedule with pathway counseling teams to discuss program progress and completion.<br>• Admissions & Records staff were given appropriate access and training to run audits through Starfish degree planner for graduation petitions. This is no longer dependent on student major data coming from banner input in enabling audits of any program.<br><br>Term, if *at scale* or *scaling*: Fall 2018 | *For Reference - Significant Next Steps for 2021-2022:*<br>• Continued efforts toward improving training for students to utilize Starfish for degree completion. |

Draft: 2/28/22 GC

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track. | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress<br>☐ **At scale** | *Updates in 2021:*<br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
| | | *For Reference - Notable Progress in 2020-2021:*<br>• Implementation of Starfish Off Track Notification. Off track notifications happen automatically when a student moves off track from their degree plan. If the student does not meet course pre-requisites, takes courses out of sequence, or does not register for courses outlined in their approved degree plan the plan will move to returned status marking it as off track. Pathway counseling teams filter for returned plans and communicate with students appropriately to bring them back on track.<br><br>Term, if *at scale* or *scaling*: Fall 2018 | *For Reference - Significant Next Steps for AY 2021-2022:*<br>• Continued evaluation of Starfish effectiveness, maintenance, and upgrades necessary to improve effectiveness, such as the off track notifications |
| 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 | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress<br>☐ **At scale** | *Updates in 2021:*<br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
| | | *For Reference - Notable Progress in 2020-2021:*<br>• State approval for Nutrition and Dietetics AST program for transfer to CSU system<br>• Updates to Health Information Technology AS curriculum for better alignment with transfer systems<br>• Approval and implementation of Physical Therapist Assistant Program<br><br>Term, if *at scale* or *scaling*: Fall 2018 | *For Reference - Significant Next Steps for AY 2021-2022:*<br>• Increase communication with students about new programs and opportunities.<br>• Continued increase of enrollment in health sciences 101 course |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| 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. | | *Updates in 2021:*<br><br><br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
| | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress<br>☐ At scale | *For Reference - Notable Progress in 2020-2021:*<br>• Grew online offerings to represent about 70% of all enrollments in response to student need/demand (especially in lieu of COVID-19)<br>• Completion of construction for the BCSW campus<br>• Increased 8+8 offerings to 6 programs<br>• Added capability to the Research Data Warehouse to extract and analyze student ed plans from Starfish. Added capability to the Program Pathways Mapper to export program maps as a data file. OIE is now able to compute students' on-path percentage (OPP) for their specific program of study in the Program Pathways Mapper and for their specific ed plan in Starfish.<br><br>Term, if *at scale* or *scaling*: Fall 2018 | *Significant Next Steps for AY 2021-2022:*<br>• Continue implementation of AdAstra scheduling software to include integration with Starfish degree plan<br>• Ongoing construction for the Arvin Center<br>• Continued scale of Early College<br>• Restructure course offerings processes to provide schedule of offerings for an academic year to students, not just one term at a time. |

Draft: 2/28/22 GC

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| **Equity Considerations in Area 4:** • 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? | | | |
| **4. ENSURING THAT STUDENTS ARE LEARNING** a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. | ☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale | *Updates in 2021:* Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
| | | *For Reference - Notable Progress in 2020-2021:* • Learning outcomes available in all Program Pathways Maps • Virtual catalog, including learning outcomes linked directly to eLumen and dynamically updated with changes as approved by the State  Term, if *at scale* or *scaling*: Fall 2015 | *For Reference - Significant Next Steps for AY 2021-2022:* • Review and evaluate Job placement and CTE data. • Continue to evaluate learning outcomes for racial equity |
| 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. | ☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale | *Updates in 2021:*  Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
| | | *For Reference - Notable Progress in 2020-2021:* • BC's Institutional Learning Outcomes are to think critically, communicate effectively, demonstrate competency, and engage productively. All SLOs and PLOs must map to the ILOs and are reported for each course, | *For Reference - Significant Next Steps for AY 2021-2022:* • N/A |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| | | evaluated in all faculty evaluation processes, and analyzed annually in the program review process<br><br><br>Term, if *at scale* or *scaling*: Fall 2019 | |
| 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 active learning activities that program faculty intentionally embed into coursework. | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress<br>☐ At scale | *Updates in 2021:*<br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
| | | *For Reference - Notable Progress in 2020-2021:*<br>• With COVID-19, massively expanded internship and clinical placements in health sciences and public health fields<br>• Continued refinement on applied learning model through Early College programs in health sciences as exemplar for other Early College programs of study<br>• Occupational Safety & Risk Management program embedded OSHA 30 Certificate in their program.<br>• Automotive Technology has incorporated ASE certificates in each of their courses.<br><br>Term, if *at scale* or *scaling*: Spring 2020 | *For Reference - Significant Next Steps for AY 2021-2022:*<br>• Continued professional development for faculty to develop applied learning models in their programs<br>• Continue to expand industry partnerships to increase opportunities for students especially through apprenticeship<br>• Scale Work Experience to include additional opportunities on campus to support students and extending learning opportunities |
| d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress | *Updates in 2021:*<br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |

Draft: 2/28/22 GC

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| both arts and sciences and career/technical programs. | ☐At scale | *Notable Progress in 2020-2021:*<br>• Assessment of learning outcomes happens at the course and program level.  Faculty and/or department chairs submit a summary of SLO/PLO assessment to the assessment committee via program review and all information is available on the Assessment Committee website.<br><br>Term, if *at scale* or *scaling*: Fall 2015 | *For Reference - Significant Next Steps for AY 2021-2022:*<br>• Continued professional development, particularly for online instruction |
| e.  Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress<br>☐At scale | *Updates in 2021:*<br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
|  |  | *For Reference - Notable Progress in 2020-2021:*<br>• eLumen full utilization.  Faculty report SLOs and chairs report PLOs in eLumen.  All campus departments use eLumen for the annual program review process.<br>• Improved Administrative Unit Outcomes (AUOs) in program review process.<br><br>Term, if *at scale* or *scaling*: Fall 2018 | *For Reference - Significant Next Steps for AY 2021-2022:*<br>• Continued professional development, particularly for online instruction |
| f.  The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress<br>☐ At scale | *Updates in 2021:*<br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |

Draft: 2/28/22 GC

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| | | *Notable Progress in 2020-2021:*<br>• Job Placement redesigned to Student Employment, provided expanded staffing to better support students seeking internships and employment<br>• Job Development Specialists included in pathway completion teams and case management within Starfish structure.<br>• CTE Advisors embedded into pathway completion team structure and provided presentations for core pathway courses.<br>• Exported curriculum data from the Program Pathways Mapper so that it could be incorporated into the Job Speaker platform.<br><br>Term, if *at scale* or *scaling*: Spring 2021 | *For Reference - Significant Next Steps for AY 2021-2022:*<br>• Continued visibility of Job Speaker campus-wide through cross-training and providing student portfolio<br>• Embed Job Speaker Portfolio into core pathway courses (INDT B10, AGRI B1, FDSV B50, etc.) |
| g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. | ☐ Not occurring<br>☐ Not systematic<br>☐ Planning to scale<br>☐ Scaling in progress<br>☐ At scale | *Updates in 2021:*<br><br><br>Term, if *at scale* or *scaling*: | *Significant Next Steps for Spring and Fall 2022:* |
| | | *For Reference - Notable Progress in 2020-2021:*<br>• Refinement of the Research Data Warehouse including establishing and evaluating daily extracts of Starfish and Canvas data.<br>• Joined Starfish Analytics Cohort for Strategic Analytics implementation<br>• Continued to train data coaches to use data tools such as Starfish and Cognos to access student data in support of Completion Coaching Community efforts | *Significant Next Steps for AY 2021-2022:*<br>• Continued refinement of research data warehouse project<br>• Continue to grow Data Coach cohort – implementation of canvas training site<br>• Continued professional development for data coaches and completion |

Draft: 2/28/22 GC

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Recent Progress Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | Next Steps Toward Implementing Practice at Scale in Spring and Fall 2022 |
|---|---|---|---|
| | | • Maintained status as an Achieving the Dream Leader College<br>• Refined publicly accessible tableau dashboards for<br>   ○ Guided pathways momentum points – gives the user the ability to disaggregate by race, program, journey type, and more<br>   ○ Institution set standards<br>   ○ Enrollment Management, etc.<br><br>Term, if *at scale* or *scaling*:  Fall 2017 | coaching communities in new data tools |