

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.





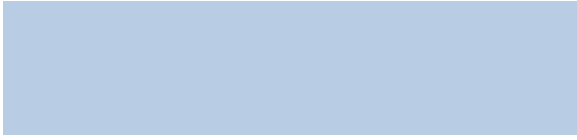


Date of Adoption by Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
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*Progress to date:*  
Some programs such as nursing,  
future educators, & CTE have better  
connections between programs of  
study and career. § 11.04 440.52 LBody.24 12.B545

occurring  
systematic  
planning to scale  
implementation in progress  
at scale

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
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## Guided Pathways Essential Practices







*Timeline for implementing next steps:*  
3/4 | 2019-2020 |

b. Students can easily see how far they have come and what they need to do to complete their program.

*Progress to date:*

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

		<p>areas such as EMT.</p> <p><sup>3</sup>/<sub>4</sub> 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.</p> <p><sup>3</sup>/<sub>4</sub> 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> <p><sup>3</sup>/<sub>4</sub>  </p> <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> x  2019-2020  </p>
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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.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

*Progress to date:*

- x | 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. |

*Next steps:*

- x Starting S



Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
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**Equity Considerations in Area 4:**

- ¾ How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?
- ¾ 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)?
- ¾ 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)?
- ¾ Is the college

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
			<p>online operational manual to streamline institutional processes    <sup>3/4</sup>  <i>Timeline for implementing next steps: 2</i>  <sup>3/4</sup>  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  <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>  x The College has a Career &amp; 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> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i>  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>  <sup>3/4</sup>  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  <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>Progress to date:  x O&amp;A Committee worked with Faculty to develop assessment calendars for each program  x The O&amp;A Committee vetted, tested and implemented an electronic assessment system in Fall 2016  x Hartnell has been conducting SLO and PLO assessment every term since with a program review</p>	<p>Next steps:  x 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  x Continue assessment cycle  </p> <p>Timeline for implementing next steps:</p>



**Guided Pathways Essential Practices**

**Scale of Adoption  
at Our College**