

WASHINGTON GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
REVISED JUNE 2017*

Institution Name: Lower Columbia College

Date: February 27, 2018

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, student services staff, and administrators from across divisions at 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 2018. In the second column, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In column three, describe the progress your college has made toward implementing each practice at scale. In column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps.

The second part of the SOAA includes three new items that assess your institution’s work in creating a common equity language, equity goals, and metrics. These items were developed collaboratively by a group of your peers representing WACTC, its Commissions, and leaders in our equity and guided pathways work. *Don’t be concerned if your college has made little progress implementing any given practice. This assessment will help your college establish a baseline and develop a plan for next steps.* Project partners will also use this information to follow your college’s progress over time.

Please submit the completed SOAA to Joe Holliday (jholliday@sbctc.edu) of SBCTC by February 28, 2018. For more information, or if you have questions about the SOAA, please contact Hana Lahr (lahr@tc.columbia.edu) or Maggie Fay (mf2812@tc.columbia.edu) of CCRC.

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <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>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p><input type="checkbox"/> Not occurring <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"> All professional-technical programs have career pathways established and documented, including employment outcomes. All programs use program planners showing degree requirements and course options. Some include a sample schedule. Information on transfer to various 4-year programs is available through advisors and University Center. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Simplification of choices on professional-technical program planners. Identification of employment and career options for transfer programs. Development of more concise suggested schedules for planners. Development of standardized program map format for publication (print and web) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring, 2018 – began to i.d. transfer career and employment options. Spring, 2018 – develop draft of standardized program map template.
<p>b. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><input type="checkbox"/> Not occurring <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"> Wage and employment data for professional-technical programs with more than five graduates, is posted on the college’s website in the Fact Book under About LCC link. Professional-technical Career Pathways diagrams, which include information on employment, are posted on the college’s website under k-12 dual credit programs link. Purchased Burning Glass software to provide more sophisticated 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Incorporate basic employment and education opportunities information on every program into standardized program map available on the web. Place information in various locations on the web to allow easier, more logical access. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring, 2019 – use finalized program map template to begin process of developing program map for every program.

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		employment data related to college programs.	
<p>c. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Some professional-technical programs have clear, established sequences of courses. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Begin discussions across departments on better class scheduling coordination. Begin work within cross-functional Meta Major teams to simplify class choices where appropriate and to develop schedule options for each possible program entry point. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring, 2018 – Begin discussion on class schedule coordination. Fall, 2018 - Form Meta Major teams.

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<p>2. HELPING STUDENTS CHOOSE AND ENTER A 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</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Basic assistance is available to students as an option through Entry and Advising services. A strong Career Services unit is in place. Transfer information and basic transfer advising staff are in place at the Advising and University Centers. Some professional-technical students eligible for workforce programs and funding (Worker Retraining, BFET, WorkFirst) engage in career exploration as a part of the program intake process. Some Running Start students, depending on which high school they attend, engage in career and college exploration before enrolling at the college. Students who request assistance with career planning or who indicate they are undecided are referred to Career Services staff for follow-up. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Continue analysis with established work group on how to implement required career/education exploration at the beginning of the intake process. Develop career and education exploration web materials that are easily accessible, include short videos, and link to more in-depth information related to employment, career, and education options. Create an infrastructure that help facilitate career planning for all advisors, as well as long-range planning tools for faculty advisors. Implement the College Student Inventory process to identify special circumstances and need that should be considered during program planning activities. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring, 2018 – Continue discussion with Career Assessment Task Force on options for implementing earlier career planning.
<p>b. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Tutoring, Library Services, and Supplemental Instruction are available in some cases for informally-identified gateway courses outside of math and English. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Identify gateway courses in all program pathways during Meta Major formation and subsequent program curriculum refinement.

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			<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2018-19 through 2020-21 academic years.
<p>c. Required math courses are appropriately aligned with the student's field of study.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Pre-college math course sequence compressed. Non-STEM math pathway developed. Multiple college level math course offerings available to meet quantitative skill requirement for different degree paths. Annual schedule of math course offerings developed and followed. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Began analyzing and refining STEM pathway to attempt to meet first-year math completion goals. Investigate co-requisite model for college level courses. Clarify student placement options in BEDA vs. pre-college. Train full-time and adjunct faculty on more active and engaging approaches to teaching developmental math. Develop and implement plan to better communicate appropriate math choices to students so that they enroll in the correct course sequence based on chosen degree path. Coordinate advising efforts to effectively register students in the appropriate modality and course sequences. Analyze policy and practice related to where math requirements are placed in course sequences in programs. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall, 2018 – Form STEM pathway work group.

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			<ul style="list-style-type: none"> • Fall, 2018 – Form pre-college math curriculum and instruction revision work group. • Fall, 2018 – Include training on math pathways in faculty/staff advising workshops during in-service week.
<p>d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses 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"> • Excellent tutoring resources available in college’s Learning Commons. • IBEST programs established for many professional-technical programs. • Initial First Year Experience program implemented with limited success. • Contextualized First Year Experience classes piloted by Business and Information Technology department. • Academic Early Warning System implemented. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Reassess approach to implementing COLL 101/102, and look for better approach in the context of Meta Majors • Identify barriers that are inhibiting more effective use of Academic Early Warning. • Implement the College Student Inventory for all new degree and certificate seeking students to identify academically at-risk students and develop a success plan prior to starting the first quarter. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall, 2018 – Form temporary task force to begin assessment and make recommendation. • 2018-19 academic year – Advising Task Force will include AEW analysis as a part of its discussion.
<p>e. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The college has a well-established Career Pathways collaboration with K-12 districts that maintains dual credit options, shared advisory committees, 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Improve scheduling options for running start students.

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	<input type="checkbox"/> At scale	<p>and aligns curriculum in professional-technical/Career and Technical Ed programs.</p> <ul style="list-style-type: none"> • Basic Education for Adults High School 21+ program is contextualized and aligned with college math and English curriculum. • Career and College exploration activities are regularly offered in collaboration with regional high schools. • College visit days are organized with interested elementary schools in the region. • Special events, including the Science Olympiad and High Tech U are held on campus to promote STEM and college education. • Math and English faculty work with regional high school teachers to align curriculum to promote college readiness and develop Placement by Transcript standards. • The college's Career Education Offerings high school drop-out recovery program provides college preparation options. • Advising staff and faculty meet periodically with high school counselors to keep them up-to-date on college entry requirements, programs available, and curriculum changes. 	<ul style="list-style-type: none"> • Explore the expansion of running start access into more professional-technical program areas. • Work collaboratively with college and high school faculty, teachers, and staff to develop a cohesive high school outreach plan. • Improve the alignment between the K-12 pathways and LCC pathways through collaboration with the High Schools. • Outreach and Enrollment Committee will develop and deliver comprehensive resources and training for high school counselors. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring, 2018 – Identify appropriate group to work on running start class offerings and develop initial action plan. • Fall, 2018 – Have initial research for professional-technical running start completed and barriers/challenges identified. • Winter, 2018 – Career Pathways staff will begin convening pathways meeting. • 2018-19 academic year – develop and deliver counselor trainin.
3. KEEPING STUDENTS ON THE PATH	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic	<i>Progress to date:</i>	<i>Next steps:</i>

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<p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<ul style="list-style-type: none"> Some programs monitor students enrolled and progress towards completion. Students enrolled in special programs (TRIO, Worker Retraining, etc.) are tracked closely as to enrollment and progress. Some faculty advisors use advising system (ADP Pro) to monitor their advisees' progress. 	<ul style="list-style-type: none"> Advising Task Force will research software and methods used to monitor student progress at other institutions. Implement mandatory intrusive advising for all degree and certificate seeking students. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2018-19 academic year – Recommendation on monitoring options by year-end. Winter, 2019 – Target implementation date for mandatory advising.
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Students can get help upon request from advisors and faculty to review their progress towards program completion. Manual tracking used in special programs to provide students feedback. Program audit triggered when students apply for graduation. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Research options for an automated program audit system. <p><i>Timeline for implementing next steps:</i></p> <p>2019-20 academic year - Make recommendation by year-end.</p>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<input checked="" type="checkbox"/> Not occurring <input 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"> No proactive program-level alerts are in place. The only alerts occur when a student's financial aid is denied or when a student applies for graduation. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Research student retention software system options, evaluate cost/benefit of various options, and make purchase recommendation. <p><i>Timeline for implementing next steps:</i></p>

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			2019-20 academic year - Make recommendation by year-end.
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.</p>	<p><input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Students can seek assistance from the nursing advisor, career services staff, and special programs staff to identify alternative program options. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Identify appropriate early intervention checkpoints for students so that options can be presented as early as possible. Research and identify potential alternative pathways that use pre-nursing coursework. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019-20 – Identify appropriate workgroup and develop initial action plan.
<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"> Advising staff and instruction deans meet quarterly to discuss needs and schedule refinements. An interim set of improved class scheduling standards and block schedule has been developed. A rudimentary 3-year advising schedule is available. College moved from scheduling one quarter in advance to two quarters in advance. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Implement college’s scheduling practices and block schedule model. Move to annual schedule development <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring, 2018 - Implement interim scheduling standards and block schedule for 2018-19 academic year schedule development. Spring, 2018 – Complete annual schedule for 2018-19 academic year.

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<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>	<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"> • A regular and systematic Curriculum and Program review process is in place. • Most programs have identified program-level outcomes. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Complete work for programs without finalized program-level outcomes. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring Quarter, 2018 – All programs have program-level outcomes identified.
<p>b. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.</p>	<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"> • Use of clinical placements well-established in nursing program. • Several programs require cooperative education as a part of curriculum. • Education and ECE programs require practicums as a part of curriculum. • Medical assisting program uses work-based learning as a part of curriculum. • Chemistry and Biology use undergraduate research projects as a part of curriculum. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Inventory current opportunities available either as a part of curriculum or through other college venues. • Develop plan to expand options as appropriate. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019-2020 academic year.
<p>c. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<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"> • All faculty participate in the college's formal Curriculum and Program Review process, and Spring 2018 will mark the end of the third, two-year cycle using the current review template. • A Summer Institute is used to assess the achievement of global skills. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue to work to improve the collection of artifacts for Summer Institute activities. • Share results of Canvas Outcomes pilot. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Ongoing effort to improve collection of artifacts for assessment.

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		<ul style="list-style-type: none"> The use of Canvas Outcomes has been piloted as a method to improve outcomes assessment. 	<ul style="list-style-type: none"> Fall, 2018 – Presentation on Canvas Outcomes pilot.
<p>d. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Assessment of data through the Curriculum and Program Review process is used to influence program changes; however, tracking of specific actions taken as a result of data analysis is not always well-documented. Professional development activities are well-funded; however, faculty self-select activities, some of which are related to outcomes assessment and program improvement. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Utilize Instructional Assessment Committee to review options related to improving the documentation of changes based on program assessment data. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2018-19 academic year.
<p>e. 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"> Students can create resumes and portfolios through Career Services and within some programs. Some use of Canvas e-Portfolios by faculty. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Research various practices, their effectiveness, and cost/benefit of implementation. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019-2020 academic year.
<p>f. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> CCSSE is administered every three years (last administration winter, 2016). 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Consider re-establishment of faculty professional development coordinator. <p><i>Timeline for implementing next steps:</i></p>

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	<input type="checkbox"/> At scale		<ul style="list-style-type: none"> • Spring 2018 – Possible implementation for fall 2018.

Part II: Washington State Board for Community and Technical Colleges (WACTC) Focus on Student Equity

The following set of essential equity practices are designed to assess your college’s progress toward goals that are part of the WACTC’s initiative to address equity gaps in postsecondary student outcomes. The equity practices are listed in the left-hand column. Please provide concrete examples of progress your college has made toward addressing each equity practice as of winter 2018 in the middle column, and describe plans for future activities related to each goal and a timeline for next steps in the right-hand column.

Essential Equity Practices	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
<p>a. Our institution has adopted a common language around equity.</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The college has adopted a mission statement for diversity, equity, and inclusion. • An active Diversity and Equity Committee has been established and has collected materials and data related to equity and diversity issues. • Presentations on implicit bias, diverse sexuality and genders, understanding disabilities, and basic equity issues, as well as Safe Zone training, have occurred in order to begin to familiarize the institution with various concepts and language. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Conduct an internal survey tool to assess the degree to which faculty and staff understand and agree upon equity issues and language. • Research and develop presentations, web materials, and a Canvas course that, among other equity and diversity topics, establishes resources to support the development of a common language around equity. • Develop and schedule a coordinated set of professional development activities for faculty and staff related to equity. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2018 – Diversity and Equity Committee to develop strategic plan to address issues above.
<p>b. Our institution has established equity goals.</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Goals established only for students of color/ethnicity measures (i.e., perform as well or better than average of total student population). 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Research potential measures and review available data. • Develop strategic plan to address faculty and staff hiring and retention, overall campus culture and climate, support and retention of diverse student populations, and professional development. <p><i>Timeline for implementing next steps:</i></p>

Essential Equity Practices	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> • 2018-19 academic year - Diversity and Equity Committee to develop strategic plan to address issues above. • Spring 2018 – Diversity and Equity Committee to develop strategic plan.
<p>c. Our institution has established measures of assessment for equity goals.</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Measures established for the performance of students in various ethnic groups as compared to the average performance of all students. • Some measures established for tracking faculty and staff diversity. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Hire 2nd institutional research associate to assist with Guided Pathways and equity/diversity measures and data collection. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Summer, 2018 – July or August target date to fill position.