

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

		Scale of Adoption			
Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		X		
	2. Shared Metrics			X	
	3. Integrated Planning		X		
Design	4. Inclusive Decision-Making Structures		X		
	5. Intersegmental Alignment		X		
	6. Guided Major and Career Exploration Opportunities	X			
	7. Improved Basic Skills			X	
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports		X		
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes				X
	13. Assessing and Documenting Learning			X	
	14. Applied Learning Opportunities		X		
Overall Self-Assessment			X		

Self-Assessment Items

INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
1. CROSS-FUNCTIONAL INQUIRY College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	X Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes. Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.	○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided pathways are consistently a topic of discussion.	○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
The College has a design team that has been meeting for approximately six months. The team is composed of managers/administrators, faculty, classified staff and a student. However, only two classified staff members and two students are assigned to the team and attend regularly. The College discussions have largely been limited to the design team.
2. Describe one or two accomplishments the college has achieved to date on this key element. The Superintendent/President addressed the entire college on our fall flex day with the principles of guided pathways. The Student Equity Re-envisioned program, SER, in collaboration with the Dean of Behavioral and Social Sciences, has examined disaggregated course completion data and implemented theme-based equity-minded learning communities as a framework to increase student success and retention, to ensure that student learning is taking place and to assist students in staying on track to degree completion.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. There are few opportunities for the whole college community, including students, to be together at one time. This then requires the Guided Pathways Design Team to visit many different committees and meetings to engage discussion. In addition, our campus has no classified senate, hindering efforts to engage classified employees.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? A Guided Pathways summit is planned for mid-January 2018. The entire campus community will be invited to participate.

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>2. SHARED METRICS</p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p>	<p>○ Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>X College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>○ College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating. The college is scaling in progress, almost full scale. The Institutional Research & Planning (IRP) department is represented on our design team. The first three months of team meetings were devoted to reviewing student success and completion data and narrowing the components we wished to emphasize in our work. The design team identified a set of outcomes measures and analyzed data with which to set baselines and aspirational goals. Trend data was disaggregated by gender, ethnicity and age, with the goal of disaggregating across more targeted groups once the design team finalizes outcomes measures.
2. Describe one or two accomplishments the college has achieved to date on this key element. The college disseminated student equity success outcomes data to academic divisions for discussion during 2015-2016. Since then some faculty have participated in efforts to dive deeper and address equity gaps, including professional development activities. The College's 2016-19 Equal Employment Opportunity Plan contains analysis of the demographic makeup of the workforce and applicant pools. The data, compiled by IRP, is broken down by job classification, ethnicity, gender, and disabilities of existing staff, The EEO plan includes methods to support equal employment opportunities for a growing, diverse population. In addition, IRP has a rich history of student data we can use to measure progress.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
The College has shared and discussed a set of agreed-upon "Institutional Effectiveness Outcomes" that report student achievement metrics from college readiness to completion measures. The challenge will be to integrate GPS metrics meaningfully into these existing measures and ensure they are understood campus wide.
Employment data is historically difficult to collect. The College has participated in the Career and Technical Education Outcomes Survey for several years, but this survey gathers responses from only a small percentage of leavers and completers. The College is investigating software to collect employment data in the future as one of our Strong Workforce Regional projects, which should improve the validity of gathered data.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
Student Equity data has also been added to the general dataset for academic program review.

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
3. INTEGRATED PLANNING College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to): <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills 	<p>○ College is currently not integrating or planning to integrate planning in the next few months.</p>	<p>X Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to</p>	<p>○ Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e.</p>	<p>○ College-wide conversations have taken place with all key constituency groups including:</p> <p>Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and</p>

<p>Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT)</p> <ul style="list-style-type: none"> • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 		<p>engage in integrated planning.</p>	<p>Classified Senate and Academic Senate) are beginning to routinely inform and engage their constituents around integrated planning.</p>	<p>revise existing plans and strategize about key overarching strategies across the main college initiatives.</p> <p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The current Educational Master Plan was adopted before Guided Pathways conversations began at the College. As a “living” strategic planning document, the master plan can and is being modified to reflect current directions. However, this process of incorporating Guided Pathways into master planning is still in the early stages.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The integrated BSI/SEP/SSSP plan is in progress and being shared with the campus community. The college recently was accepted as one of the pilot school for the Multiple Measures pilot program and currently is involved with the Basic Skills Student Outcomes Transformation Grant. These two efforts should allow us to move forward on streamlining the use of multiple measures for students, an integral part of streamlining pathways for student completion.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. Currently, the college is at different placing in implementing multiple measures for English and math. The English department has not progressed as far as the math department. However, both departments have differing levels of faculty buy-in toward the use of gpa and decision trees, and not using placement exams. It will take time to build consensus on how to proceed.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? The contextualized portion of this initiative is not clear to all stakeholders. The design team needs to take an opportunity to have a shared vision perhaps from a central problem statement, engage the larger community and plan with greater input.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale

<p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</p>	<p>X Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p>	<p>○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p>	<p>○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

We have a design team working on the Guided Pathways framework, but we are missing key areas of the campus, such as information technology and the business offices (fiscal and business services). Invitations have been sent, inviting

participation. We have included a communication plan as an agenda item for coming meetings to share information across campus.

2. Describe one or two accomplishments the college has achieved to date on this key element. There is interest in the framework across campus. Faculty and staff make recommendations for the Guided Pathways design team. Students have been attending the design team meetings. We have good cross-functional representation.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. The communication plan needs to be developed to a greater extent. The design team is in the process of determining who best to share the assessment and timeline across campus and identify design team leaders that can do the presentations. One barrier to disseminating the assessment and timeline to faculty is the lack of time that all faculty can gather together. That means more presentations will need to occur.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i> College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	<input type="radio"/> College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	<input checked="" type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.	<input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.	<input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

Please respond to the following items (500 word maximum per item)

- Please briefly explain why you selected this rating.
 We have some strong alignments with K-12 and four-year institutions, but informing curriculum and program requirements is still in the early stages. Furthermore, data from area K-12 districts via CalPass or direct information is not in place.
- Describe one or two accomplishments the college has achieved to date on this key element.
 The college hosts an annual Counselor Collaborative, which brings the area high school counselors to our campus. The Honors Transfer Program has strong transfer ties to UCLA. Project Lead The Way has built especially strong ties to our high school partners, offering numerous dual enrollment opportunities to students. Last year, the college signed a transfer agreement

guarantee with Loyola Marymount University, and was approved as a level 1 institution with California State University, Northridge.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. Developing meta-majors and pathways that will satisfy both Cal State and UC campuses will be a system-wide challenge. Technology across the continuum and even within the community college for planning and guidance is not in place.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES <i>(Help Students Choose and Enter a Pathway)</i> College has structures in place to scale major and career exploration early on in a student's college experience.	X College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	○ Discussions are happening about ways to cluster programs of study into broad interest areas.	○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies. College has not yet implemented meta-majors/interest areas. College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.

				Student input is systematically included into the process.
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> 1. Please briefly explain why you selected this rating. We are at pre-adoption, moving to early adoption. There have been brief discussions at the Guided Pathways design team meetings, but not yet with the campus as a whole. 2. Describe one or two accomplishments the college has achieved to date on this key element. The college has career counselors and has access to Career Coach. However, career counselors are not yet part of the design team. They will be included in the dissemination plan. 3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. The college is currently immersed with discussions of enrollment and multiple measures for developmental placement. In consideration of our college readiness for implementing a guided pathways framework, other steps are necessary prior to the discussion and implementation of meta-majors. 4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? 				

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
7. IMPROVED BASIC SKILLS <i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i> College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to: <ul style="list-style-type: none"> • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental 	<input type="radio"/> College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	<input type="radio"/> College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.	<input checked="" type="radio"/> College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.	<input type="radio"/> College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.

sequence • Curricular innovations including creation of math pathways to align with students' field of study.				
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> 1. Please briefly explain why you selected this rating. The college has done a lot of work to increase access and success in math and English placement. We currently have a Basics Skills Student Outcomes Transformation grant to support these efforts. The Math department currently has a pilot of 700 students placed in math courses using high school performance for placement. The English department is also working on the same process. Faculty are also developing a plan to introduce co-requisite remediation at the college. 2. Describe one or two accomplishments the college has achieved to date on this key element. Math Academies, English Academies, accelerated courses in math, reading and writing are in place. In the English department, we have introduced accelerated courses, which potentially allow students to complete multiple pre-collegiate courses in one semester. We are moving toward expanding these offerings to accommodate still more students. Moreover, the summer Reading and Writing Academy offers two weeks of intense instruction after which the students retake the assessment instrument and can improve their placement in the English sequence. Data collected in the SENSE survey track that readiness is higher than average and has improved from 2014. 3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. Not all faculty members are in agreement about accelerated courses and/or the use of multiple measures. Reaching consensus will take time, and this will need to be part of the cross-functional scheme. 4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? 				

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
8. CLEAR PROGRAM REQUIREMENTS <i>(Clarify the Path)</i> College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>X Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their</p>

and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).				programs of study in a timely fashion.
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
Program Pathways are currently in the form of major guide sheets that list numerous possible transfer institutions. They have all relevant information, but can be confusing.
2. Describe one or two accomplishments the college has achieved to date on this key element.
Allied health majors, such as nursing and CTE career pathways are well developed. Career pathways in the CTE area use clear, visual diagrams to represent pathways to students.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. While not necessarily a barrier, this feature of the Guided Pathways framework will require numerous discussions with faculty and careful inclusion of the student opinion to develop pathways that work for our student population.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

<p align="center">IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.</p>				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p>○ College is currently not implementing or planning to implement proactive and integrated student supports.</p>	<p>X The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and</p>	<p>○ Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>	<p>○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating. Processes and tools to monitor student progress and provide timely support are not in place. The college evaluated the onboarding process and is in the midst of reorganization to address student barriers, and facilitate greater collaboration among student support programs and instruction.
2. Describe one or two accomplishments the college has achieved to date on this key element.
Starfish Early Alert launched this semester. The use of embedded counseling in developmental math (3- 4levels below transfer) and development English has been in effect for a number of years. Peer Assisted Study Sessions (PASS) mentors in fire technology, automotive technology, electronics and computer hardware technology, and cosmetology have been supported for three years by the student equity program.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. Current technology and tools do not efficiently report educational goal nor inform students or student service support personnel (including counseling), of student progress toward goal.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress (e.g., Starfish, early 	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>X The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others				
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> Please briefly explain why you selected this rating. We have implemented early alert and are in the initial stages of use and adoption. Degree planner and degree audit within the SIS are unreliable, and in the process of implementation with Starfish. However, without integration with Assist Next Gen, application for transfer majors sans ADT's is limited. The college has Career Coach and Eureka as career search engines. Describe one or two accomplishments the college has achieved to date on this key element. Starfish Early Alert has been launched this semester. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. Students have access to the degree planner option in colleague. However, this system doesn't integrate work from other schools and is not widely used by the counseling staff. A more user friendly system needs to be implemented. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? 				

<p style="text-align: center;">IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.</p>				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>11. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>X Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p>○ Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and 	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve

			<p>staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. 	<p>teaching and learning</p> <ul style="list-style-type: none"> • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.
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Please respond to the following items (500 word maximum per item)

5. Please briefly explain why you selected this rating. We have numerous quality professional development offerings for faculty. However, they are not necessarily aligned to the college's strategic goals. Offerings for staff have increased in the past two years. Implementation of the Comprehensive Master Plan provides the opportunity to better align professional development offerings with the college's strategic goals. For example, the recently approved Staffing Plan recommends creation of a manager's training program. This program is in development for the current academic year.
6. Describe one or two accomplishments the college has achieved to date on this key element. The Student Equity Re-Envisioned (SER) program provides half-day seminars and college hour workshops that expose faculty to a wide range of topics on student equity and student learning. These seminars/workshops provide faculty with frameworks from which to develop equity-minded curriculum and assessment designs. They also seek to promote student equity across the curriculum by facilitating dialog amongst faculty. Six workshops and one seminar are being offered in fall 2017. A second accomplishment is the establishment of a leadership development program, ECC PRIDE, in spring 2017. This program is supported by an IEPI award and has trained 45 campus faculty, staff and managers. A new, comprehensive professional development program for classified staff includes a new hire orientation, administrative support staff task force and trainings and "Getting the Job – Classified Edition" to promote job advancement skills.
7. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. Although the number and variety of faculty, manager and staff trainings have increased in the past three years, the trainings need to be better centralized and integrated in order to be more strategic.
8. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

<p style="text-align: center;">IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.</p>				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>X Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating. Student learning outcomes at the course, program and institutional level are all aligned. The alignments are periodically reviewed by departments and are widely available.
2. Describe one or two accomplishments the college has achieved to date on this key element. The college has well-developed assessment schedules for course and program learning outcomes. The departments have been observing the assessment timeline for a number of years and have several semesters of assessment results.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. Program learning outcomes need to be better integrated in program review and the results used to improve student learning.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

<p style="text-align: center;">IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.</p>				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>13. ASSESSING AND DOCUMENTING LEARNING</p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of</p>	<p>○ College is currently not assessing and documenting or planning to assess and document individual student's learning.</p>	<p>○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>X Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

learning outcomes assessment to improve the effectiveness of instruction in their programs.				
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> 1. Please briefly explain why you selected this rating. Faculty are using outcomes to improve instruction. These efforts are reflected upon in faculty evaluations and in the planning process. Some departments are more sophisticated in their efforts than others. The results are not very accessible to students. 2. Describe one or two accomplishments the college has achieved to date on this key element. The assessment of learning outcomes is supported by two coordinators appointed by the Academic Senate. Each academic division has one or two facilitators that assist faculty with collecting and compiling the assessment results. The results are disseminated via a web page that is clear and routinely updated. 3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. One large barrier is the workload presented to departments that have only one or two full-time faculty members. The workload for assessing and reporting the assessment results, as well as implementing any needed changes fall to just one person in these small departments. We have yet to determine a way to ease this workload for faculty members 4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? 				

<p align="center">IMPLEMENTATION (9-14)</p> <p align="center">Adapting and implementing the key components of Guided Pathways to meet student needs at scale.</p>				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ College is currently not offering or planning to offer applied learning opportunities.</p>	<p>✕ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p>○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>
Please respond to the following items (500 word maximum per item)				

1. Please briefly explain why you selected this rating. The college is in the beginning stages of implementing contextualized learning. Current efforts have focused on the contextualization of math in welding and machine tool technology programs. These efforts are supported by the Career Advancement Academy for our CTE programs.
2. Describe one or two accomplishments the college has achieved to date on this key element.
The teacher prep program, child development, First Year Experience (FYE) and Human Development all have well-developed service learning requirements as a department effort. The FYE program makes this requirement a part of the FYE program, but not necessarily as part of a class. The Human Development department has incorporated service learning into the course outline of record.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. The efforts to date in contextualized learning and service learning have largely been individualized efforts to date. Incorporation of these elements into the Guided Pathways framework will need to come from faculty and departments.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- Pre-Adoption
- **Early Adoption**
- Scaling in Progress
- Full Scale

Please briefly explain why you selected this rating:

The consensus is that we are in early adoption and that we are making incremental progress. We are still deciding on our path and what it will look like. However, we agree that some of the college work fits the four pillars of Guided Pathways, e.g. staying on the path, ensuring learning, etc. We've made incremental progress and therefore we are in early adoption

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

We want to frame Guided Pathways as a problem statement and the committee should create this. We should see what's working well and not working well and use this framework to build Guided Pathways. Some of this work is already being completed, in different space, e.g. strategic planning committee, etc. We should focus on low hanging fruit, items that can get the most results in with the least amount of effort. We discussed the possibility of reassigned time, similar to what another CCC is doing with their Guided Pathways committee. The other school provided reassigned time for Faculty and Administrators.

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

We have programs and learning communities that include a cohort model. This is an example of keeping students on the path. Our career pathways are an example of keeping students on the path and ensuring learning, embedding milestones such as certificates. Career pathways does a great job in sharing living wage of vocational programs during the onboarding process, an example of clearing the path. Other examples of ensuring learning are our Writing and Math academies, accelerated Math courses, and Student Equity Re-envisioned (SER).

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

El Camino College

Name of college

Self-Assessment Signatories

Kenneth Brown

Signature, President of the Governing Board

Printed Name

Date signed

Dena P. Maloney

Signature, Chief Executive Officer/President

Printed Name

Date signed

Kristie Daniel DiGregorio

Signature, Academic Senate President

Printed Name

Date signed

Jean Shankweiler

Signature, Chief Instructional Officer

Printed Name

Date signed

Ross Miyashiro

Signature, Chief Student Services Officer

Printed Name

Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu