Woodland Community College
Fall 2017

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

Key Element		Scale of Adoption			
		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		1	7	6	

Self-Assessment Items

<table>
<tr>
<td colspan="5">INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.</td>
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<tr>
<td rowspan="2">KEY ELEMENT</td>
<td colspan="4" align="center">SCALE OF ADOPTION</td>
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<tr>
<td>Pre-Adoption</td>
<td>Early Adoption</td>
<td>Scaling in Progress</td>
<td>Full Scale</td>
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<tr>
<td>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.</td>
<td>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</td>
<td>○ 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.</td>
<td>○ 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.</td>
<td>○ 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.</td>
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Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**

   This happens through the programs own self-assessment during program review every year. Program review is being revamped to address student success data and discuss the overarching strategies to improve student success for every program on campus.

   The College is currently in the process of making inquiries into the essence of Guided Pathways. A Digital Inquiry Group has been established to review and implement processes that incorporate data based decision making and measures of institutional effectiveness. An Educational Master Plan has also been developed to establish and monitor plans for student success and completion. As part of the EMP, the College has developed an Integrated Management Plan which, among others, provides a basis for effective course scheduling that supports timely degree and certificate completion. These planning initiatives are currently been vetted among governance stakeholders, and there are still some faculty and staff who have yet to acquire familiarity with the concept of Guided Pathways. Few of our faculty **have attended trainings and other conferences related to the concept, and the College needs to provide onsite education to the faculty at large. As such, we feel that we are currently in the exploratory or early adoption phase of Guided Pathways.**

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   a) The College has established and approved, through the CCCCO, 20 ADTs that establishes pathways for students wishing to transfer to the California State University system.
   b) The College has established a data platform that will allow faculty to make scheduling and curriculum decisions based on data analytics. The platform is also consistent with other statewide data based initiatives, including Launchboard.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a) Faculty training and attendant understanding that will encourage support for the initiative.
   b) Establishing a broad framework for campus wide discussions and inquiry about the Guided Pathways approach.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

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**
2. SHARED METRICS College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	○ 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.	○ Key benchmarks and progress on student data are used. They are beginning to be aligned across initiatives.	○ College has defined metrics that are shared across its different initiatives. But, student data are not systematically or regularly tracked to inform progress across initiatives. Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.	○ College uses shared metrics across the different initiatives to understand how student success has improved. College regularly revises and revisits college plans in response to those findings. Data for all metrics are disaggregated. Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students. Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.

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

1. **Please briefly explain why you selected this rating.**
   After a thorough inventory of existing student achievement metrics and College-wide analyses, WCC has established the following YCCD governing board-approved student achievement measures defined by the College Data Inquiry Group (DIG).After identifying baseline data, the College is currently establishing appropriate targets for each, using the Completion by Design framework:
   - STUDENT CONNECTION PHASE MEASURES
     Math College Readiness Rates (Percentage of first semester, first time students' placement at the institution whose first attempted math and/or English in College-level.)
     English College Readiness Rates (Percentage of first semester, first time students' placement at the institution whose first attempted English in College-level.)
   - STUDENT ENTRY PHASE MEASURES
     Successful Progression through Developmental Courses (Percentage of students enrolled as of census whose first math and/or English is below college-level and who successfully complete the sequence within two subsequent primary terms.)
     Successful Course Completion Rate (Percentage of students who receive a passing/satisfactory grade A, B, C, P, SP)
   - STUDENT PROGRESS PHASE MEASURES
     Successful Completion of Gateway Courses (Percentage of students enrolled as of census who receive a passing/satisfactory grade in first attempted college-level math and/or English 1A.)
     Semester to Semester Persistence Rate (Percentage of students who are enrolled as of census for an initial and a subsequent term; calculated for two adjacent primary terms, e.g., Fall 2015 to Spring 2016.)
     Year to Year Persistence Rate (Percent of students who are enrolled as of census for a fall term and reenroll in the subsequent fall term; e.g., Fall 2016 to Fall 2017 or Spring 2017 to Spring 2018.)
   - STUDENT COMPLETION PHASE MEASURES
     Certificate Completion Rate (Number of students earning a state-certified award in an academic year.)
     Degree Completion Rate (Number of students earning an AA, AS, ADT, etc. award in an academic year.)
     Transfer Rate (Students who complete at least 60 transferable units with at least a 2.0 GPA and who successfully complete any transfer level English and any transfer level math course by earning grades of A, B, C, or P.)
     Employment Rate (Currently defining, leveraging CCCCO Launchboard, etc.)

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   As an institution-wide focus to increase student success, WCC has identified metrics as a framework to monitor student achievement and progress at various momentum points in their educational trajectory.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   Providing an avenue to ensure that the College is working in concert with the District IT to provide accurate data collection and student achievement measures.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

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): • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation	○ College is currently not integrating or planning to integrate planning in the next few months.	○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	○ Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are	○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions. Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key

| | | | beginning to routinely inform and engage their constituents around integrated planning. | overarching strategies across the main college initiatives.

Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.

College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts. |
|---|---|---|---|---|
| Program (BSI/BSSOT)
• Equity Planning (Student Equity/SE)
• Strong Workforce Program (SWF) | | | | |

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

1. **Please briefly explain why you selected this rating.**
   WCC implemented several key initiatives designed to increase student access, success, and completion. Included in the college's Education Master Plan, the initiatives are coordinated through the college's Student Success Committee to ensure synergy among the student success strategies, ensuring they are well-coordinated and complementary, with funding braided and targeted to achieve institutional priorities and goals. The Student Success Committee is responsible for providing input into the development and coordination of the college's Student Success and Support Program (SSSP), Student Equity, and the Basic Skills Initiative (BSI).

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   The College leverages funding from different programs to provide a more targeted approach to improve student success and equity. SSSP and Equity funding, for example, is leveraged to support First Year Experience student orientations each semester. Also, these funding sources are integrated to support student success initiatives and other support programs such as counseling, tutoring and supplemental instruction.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

a) The tendency for stakeholders to operate in silos.

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**
4. INCLUSIVE DECISION-MAKING STRUCTURES College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. 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. In addition, this plan strategically engages college governance bodies college-wide.	○ 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.	○ Workgroups or teams have been created, but they are *not* 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.	○ 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.	○ 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). Cross-functional teams are in communication and collaboration with college governance bodies.

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

1. **Please briefly explain why you selected this rating.**
   The College is just beginning discussions on this concept, and these discussions have not fully introduced to all stakeholders including faculty, non-teaching faculty and classified staff or students.

2. **Describe one or two accomplishments the college has achieved to date on this key element**.
   a. While the College has not yet organized cross-functional teams or share governance committees to inform the Guided Pathways effort, there have been discussions about the initiative in the Academic Senate, which has been identified as the venue to lead efforts on Guided Pathways.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a. The timelines provided by the CCCCO may not be sufficient to undertake effective campus wide discussions and planning to organize and engage governance bodies.

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 *(Clarify the Path)* College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	○ 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.	○ 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.	○ 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)

1. **Please briefly explain why you selected this rating.**
   The College has an established system of coordination with both four year colleges and the K-12 system. The College offers 20 Associate Degrees for Transfer with CSUs and has articulation agreements with colleges in the UC System. Dual enrollment and concurrent enrollment arrangements are in place with K-12 schools. Dual Enrollment courses provide high school (HS) students with an opportunity to earn college credit while in high school, increasing students' self-efficacy as a college student and reducing time to degree. Dual enrollment has shown to increase student's rates of persistence and degree completion and as such, plays an important role in helping students to prepare and succeed in college. Industry partnership exists with College representation on Workforce Investment Boards, the Chamber of Commerce and Rotary Clubs. Additionally, industry members serve on WCC's CTE Advisory Boards WCC's..

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   Launched in 2014 with a pilot of an Agricultural Science degree pathway, WCC's dual enrollment program has expanded to include culinary and university pathways, with a business pathway and other programs under development. WCC has MOU's with 5 high schools: Esparto, Lower Lake, Middletown, Pierce and Williams. Through these partnerships, WCC has offered more than 30 classes with more than 300 students participating.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a. The lack of adequate resources to facilitate collaborations with high schools, universities and industry pose a challenge for systematic coordination between the College and these entities.

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 *(Help Students Choose and Enter a Pathway)* College has structures in place to scale major and career exploration early on in a student's college experience.	○ 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.

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

1. **Please briefly explain why you selected this rating.**
   The College has held discussions in several venues about ways to cluster programs of study into broad interest areas. In the President's cabinet, discussions have surrounded the implementation of meta majors; the DIG group has discussed the need for establishing IGETC certificates, while an integrated management planning framework was presented to the Scheduling Advisory Committee as a basis for "intentional" schedule that under girds a pathway model. However, these discussions have not yet evolved into a holistic process that will inform how we cluster programs into broad interest areas.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   a. The College has held discussions in some venues about meta majors and effective scheduling, which is a precursor for establishing guided majors.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a. One barrier may be reaching agreement among stakeholders on which courses to include in a pathway model or how to sequence some of these courses.

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.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
7. IMPROVED BASIC SKILLS *(Help Students Choose and Enter a Pathway; Ensure Students are Learning)* 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: • 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	○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	○ 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.	○ College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.	○ 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.			

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

1. **Please briefly explain why you selected this rating.**
   The College is currently piloting the First Year Experience concept, an initiative that involves 131 participants or 4% of our total student population in a cohort of learners. The Math Department has approved the use of college transcripts from high school 12th graders in a pilot of multiple measures, while supplemental instruction is being used to support some basic skills courses.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   WCC's efforts to improve the basic skills pathway to increase student completion in developmental math and English and gatekeeper courses includes the new First Year Experience (FYE) program. The college launched an FYE small learning community program in Spring 2016 to help address the low-levels of entering students' college readiness and preparedness in English and math. WCC's FYE model guarantees participating students block scheduled math and English courses during the first year, along with a student success course to provide a solid foundation for success. This "ME" (math and English) first approach is designed to help improve student completion of these foundational courses and increase student completion of gatekeeper courses. Through FYE, dedicated counselors and staff provide case management services, and work with peer mentors to coordinate activities and workshops throughout the year. One of the college's Education Master plan goals is to bring WCC's FYE program to scale for all entering first year students who are degree and/or transfer seeking.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   There is not a broad acceptance among all stakeholders about the efficacy of some of the evidence based strategies, and it may take some time to generate the buy in that is necessary to fully scale up these initiatives.

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 *(Clarify the Path)* 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 and/or student outcomes in mind (including time-to-goal	○ College is currently not providing or planning to provide clear program requirements for students.	○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. 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.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion. 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 programs of study in a timely fashion.
completion and enhanced access to relevant transfer and career outcomes).	○	○	○	○

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

1. **Please briefly explain why you selected this rating.**
   The College has some course offerings and schedules that meet the demands of some students, i.e. incumbent workers. A weekend schedule for chemistry and ESL, for example, is in place, and the College is now discussing such a schedule that will be integrated into its distance education profile. However, this concept is not fully integrated throughout the various disciplines or all course offerings.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   a. The College has developed a Distance Education plan that incorporates scheduling that meets the needs of working students.
   b. The College has hired an ESL faculty resource person to reorganize ESL offerings and scheduling for adult students.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a. The difficulties of developing a process that will allow academic advising to include a collaboration among counselors and academic faculty. Currently, advising is relegated to student services or counselors.

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.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS *(Help Students Stay on the Path)* 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.	○ College is currently not implementing or planning to implement proactive and integrated student supports.	○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. 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. There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and	○ Collaboration between the instructional and support services occurs in specific programs. 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. 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.	○ 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. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. 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.

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		

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

1. **Please briefly explain why you selected this rating.**
   There are collaboration between instructional and support services in some pockets of our services to students. TRIO, CalWorks, EOPS and FYE programs work in collaboration with instructional faculty to monitor student progress and provide timely support. Instructors complete progress forms for these students at certain intervals during the semester and forwarded to the support programs.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   a. Instructional faculty, counselors and staff have formed an FYE workgroup, which meets regularly to discuss issues related to student achievement and progress in the FYE program.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a. Garnering the resources to scale this level of collaboration across disciplines and support services.

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
10. INTEGRATED TECHNOLOGY INFRASTRUCTURE *(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)* 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: • 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	○ College currently does not have or plan to build an integrated technology infrastructure.	○ 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.	○ 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.	○ 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. 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.

alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others			

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

1. **Please briefly explain why you selected this rating.**
   The College has in place technology tools and software to support academic counseling and planning; however, these tools are not being used because of various reasons. For example, the College has the capacity to implement Degree Audit as a component for student educational planning, but the process is stalled because the technology currently requires a system wide implementation that involves the two colleges in the District. Only one of the colleges is presently at a stage to immediately launch the tool. The technology for Early Alert is also in place, but faculty training to use the system has been delayed.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   a. The College has identified the need for technology in counseling and student planning and is discussing means of timely implementation and introduction into its student support profiles.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element**.

   a. The use of the system wide technology has inhibited the progress of one college towards implementing Degree Audit.

   b. Coordinating faculty training has caused delays in introducing faculty to new technologies.

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**
11. STRATEGIC PROFESSIONAL DEVELOPMENT *(Help Students Stay on the Path; Ensure Students are Learning)* 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.	○ 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.	○ 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.	○ Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and	○ 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. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve

			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.	teaching and learning • 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.

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

1. **Please briefly explain why you selected this rating.**

   Professional development is not fully integrated into planning documents or not properly aligned with the Flex Program or Educational Master Plan.

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

   a. The District has provided funding for faculty professional development, and the Academic Senate and Administration are collaborating on implementing a professional development profile for faculty. For example, both governance stakeholders identified the need for training in Guided Pathways and are working in concert with the Flex Committee to facilitate such a training.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

   a. Sustainable funding for professional development.

   b. Funding that integrates training and professional development for all staff as opposed to only one segment, i.e. full time faculty. For example, adjunct faculty, who teach the majority of our courses, and classified staff are not fully integrated into professional development plans or funding.

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**
12. ALIGNED LEARNING OUTCOMES *(Ensure Students are Learning)* 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.	○ College is currently not aligning or planning to align learning outcomes.	○ 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. Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.	○ 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. Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.	○ 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. Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

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

1. **Please briefly explain why you selected this rating.**

   The College has a functional system for evaluating Student Learning Outcomes and Program Learning Outcomes. Course and program area SLOs are aligned with the eight institutional SLOs and are assessed regularly, occurring minimally on a three-year cycle and in sync with ACCJC reporting requirements. The college has attained close to full or full assessment reporting for course level SLOs since it officially began collecting assessment data.

   The college has dedicated resources to outcomes assessment and collection. The Dean of Student Success and a faculty coordinator with 20% reassigned time facilitate efforts on behalf of the college. Both lead an SLO committee, which meets twice a month to allow for ongoing, campus-wide discussions focused on outcomes assessment. The committee has sponsored faculty training, and the faculty coordinator has participated in student service and President's Cabinet meetings to support their efforts. A link to the committee page from the college website provides agenda, minutes, and documents reflecting the work of the group.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   a. Learning outcomes are used by faculty and staff in revising and improving service delivery. In instruction, faculty and staff may use these to determine what did and did not benefit students learning in their courses and/or programs. Outcomes may also be used to facilitate discussions across disciplines and across different campus service areas.
   b. A pre- and post ISLO survey has been developed to measure student progress and will be administered upon entry into the college and at the time of graduation.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   The College Distance Education Plan calls for the adoption of a "culture of Canvas;" there has been discussions to migrate the SLO reporting and monitoring from its current TracDat platform to Canvas. This may present a challenge for such a migration since some of our faculty are accustomed to using TracDat.

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**
13. ASSESSING AND DOCUMENTING LEARNING *(Ensure Students are Learning)* The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. 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 learning outcomes assessment to improve the effectiveness of instruction in their programs.	○ College is currently not assessing and documenting or planning to assess and document individual student's learning.	○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty. Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. Most programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. All programs examine and use learning outcomes results to improve the effectiveness of instruction.

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

1. **Please briefly explain why you selected this rating.**
   The College tracks Student Learning Outcomes through TracDat. Faculty are required to submit their SLO assessments when they submit their grades at the end of each semester. Faculty are expected to use their SLO results to make changes and improvement in their instructional pedagogy. Also, all program reviews include SLO assessments. SLOs are also included in Course Outlines of Record and Course Syllabi.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   a. The College has dedicated resources to outcomes assessment and collection with the assignment of a 20% Faculty Coordinator who collaborates with the Dean of Student Success to facilitate SLO efforts at the College.
   b. The College has a SLO Committee, and has established communication tools for frequent updates to the campus stakeholders. This include an SLO publication, *The SLO Lane*, and an SLO website.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a. A challenge is developing a system to identify the extent to which SLO results are used to make curricular changes or improvements.

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**
14. APPLIED LEARNING OPPORTUNITIES *(Ensure Students are Learning)* Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	○ College is currently not offering or planning to offer applied learning opportunities.	○ 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.	○ 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.	○ 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.

Please respond to the following items (500 word maximum per item)
1. **Please briefly explain why you selected this rating.**
   The College has an established CWEE Program that facilitates internships for students across disciplines.

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

    a. Programs such as Agriculture and Business offer internships in collaboration with the CWEE Program.

    b. The College has a Makerspace Program that emphasizes contextualized learning opportunities.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
    a. The increase in liability insurance (i.e. $1 million dollars) sometimes deter industry partners from participating in, or hosting, student interns from our College.

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:

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:

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

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.

_____
Name of college

Self-Assessment Signatories

_____   _____   _____
Signature, President of the Governing   Printed Name   Date signed
Board

_____   _____   _____
Signature, Chief Executive   Printed Name   Date signed
Officer/President

_____   _____   _____
Signature, Academic Senate President   Printed Name   Date signed