College of Alameda: DRAFT Guided Pathways Plan for 2018-19 (as of February 20, 2018)

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| Guided Pathways Element | Scale of Adoption (current) | Outline **plan** for each element that will be addressed in this time period. | What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? | **Outcomes:** Indicate what success will look like as a result of these efforts. | **Anticipated Change in the Scale of Adoption during Timeframe** |
| * Cross-Functional Inquiry | Early Adoption | Not a focus at this time |  |  |  |
| * Shared Metrics | Early Adoption | Not a focus at this time |  |  |  |
| * Integrated Planning | Pre-Adoption | Not a focus at this time |  |  |  |
| * Inclusive Decision-Making Structures | Early Adoption | Groundwork: ensure everyone shares a common understanding of what Guided Pathways are and what the proposed efforts entail:   * Conduct a campaign that includes a Summer Institute (see below) as well as training and professional development (Create informational materials and websites to inform all constituents to purposes, goals of Guided Pathways). * Create and implement information campaign based on student success data and the why/how Guided Pathways is a vision to improve and support higher levels of student success. * Create an inquiry group * Provide college-wide professional development in collaborative process and decision-making * Professional Development in all aspects of Guided Pathways (especially Guided Majors and Career Exploration efforts) * Develop a strategy to include students and student voice throughout the process * Communicate draft of AY 2018-19 work plan and recommendations from Steering Group * Develop strategy to review and incorporate feedback from all campus constituencies * Spring Flex Day – March 22nd Engagement with Campus around AY 2018-19 Plan * Identify future Flex Day Leads * Identify Summer Institute Leads and Implement Institute | Consistent work every semester by the following groups:  Academic Senate  Curriculum Committee Classified Senate  College Council  Associated Students of College of Alameda  ASCOA Clubs, Learning Communities, Categorical Groups (EOPS/DSPS/CalWORKS, OneStop)  Executive Cabinet  College Managers  Department Chairs (and department faculty/staff)  Counseling Department  Peralta Federation of Teachers  Student Focus Groups/Student Surveys around GP topics | * Outreach to all campus constituents * Successful launch/implementation of campaign around Guided Pathways (student success data/GP purposes, etc.) * Participation in Guided Pathways efforts by members of all major constituencies * Cross-functional workgroups created and spend the year informing, instructing campus on all aspects of GP and creating MetaMajors, etc. * Creation of mechanism to gather information, input from all campus constituents * Completion of Summer Institute and formation of cross-functional workgroups * Guided Pathways steering group adopts a practice of facilitation that is conducive to participatory decision-making * GP Steering group influences campus constituents to infuse GP into all aspects of campus committee work * Student Engagement in all aspects of Guided Pathways Planning * Utilize student engagement tools to bring student voices more fully into campus-wide discussions | Scaling in Progress |
| * Intersegmental Alignment | In Progress | Not a focus at this time |  |  |  |
| * Guided Major and Career Exploration Opportunities | Early Adoption | **GUIDED MAJORS:**  SUMMER INSTITUTE: During early June 2018, conduct a summer institute for all campus stakeholders (compensate faculty for their time) to learn about Guided Pathways and how to plan for them including a discussion of Design Principles (LMI, Sectors, Dept. Clusters, etc)  Create process of how we do the work (prototype not pilot)  Include students and student voice throughout the process  Conduct a collaborative process working with all participatory governance groups to:   1. Develop a common understanding of Guided Pathways 2. Form work groups to design/discuss meta-majors (interest areas) 3. Select preliminary Meta Majors 4. Introduce Meta Majors (Spring 2019) to entire college   **CAREER EXPLORATION (all bullets below linked)**   * Create a career exploration (assessment) tool – pre-counseling – which the student takes and which informs first meeting with a counselor * Create new and revise existing career exploration across the curriculum   + Review and possibly revise Counseling Courses   + Consider embedding more career exploration into “intro” or survey courses in various disciplines (led by non-counseling faculty)   + Consider career exploration as dual enrollment courses available to HS students. Look at Get Focused Stay Focused. Be aware of affect on SSSP funding and matriculation processes   + Consider credit and non-credit options   + Consider a co-requisite course that “pairs” with another course   + Consider the role of COOP Ed. (internships/career exploration, etc. with AUSD, OUSD) * Leverage partners and resources to create a cohesive set of activities related to career exploration and work-based learning aligned to interest areas (meta majors) which includes:   + One Stop Career Center   + Current industry outreach efforts   + CCUL   + FabLab   + Deputy Sector Navigators   + Career Education Advisory Boards   + Dual Enrollment COOP Ed/WBL   + Entrepreneurship Center (COA) – including its role in a “Career Week”   + Strong Workforce investments   + Service Learning options   + Perkins   Include students and student voice throughout the process | * Dept. clustering * Zero Cost Textbook efforts * BSSOT – onboarding (infreach) * Professional Development   **Career Exploration:**   * Career Pathways Trust * COA Career Discovery Day * Industry outreach and WBL coordinator | **Guided Majors:**   * Completed campus-wide conversation * Build the campus structure for creating meta majors * Create resources that external the need for guided pathways (i.e. mapping pathways for student completion of current programs) * Selection and design of preliminary meta majors (or interest areas) * Completion of campus-wide campaigns for understanding   **Career Exploration:**   * Increase the number of students who have had some kind of career exploration activity (Goal is that ALL students will) * A draft plan for embedding career exploration across programs and other activities (such that everyone at COA has a part in this) * A cohesive partnership of WBL entities aligned to interest areas (meta majors) * Form a connected workgroup to explore the tools and review the resources, engage with partners on career/WBL opportunities. * Pilot service-learning opportunities in career exploration courses | Scaling in Progress |
| * Improved Basic Skills | In Progress | See aligned work |  |  |  |
| * Clear Program Requirements | Early Adoption | Not a focus at this time |  |  |  |
| * Proactive and Integrated Academic and Student Supports | Early Adoption | Not a focus at this time |  |  |  |
| * Integrated Technology Infrastructure | Early Adoption | Not a focus at this time |  |  |  |
| * Strategic Professional Development | Early Adoption | Not a focus at this time |  |  |  |
| * Aligned Learning Outcomes | In Progress | Not a focus at this time |  |  |  |
| * Assessing and Documenting Learning | In Progress | Not a focus at this time |  |  |  |
| * Applied Learning Opportunities | Early Adoption | Not a focus at this time |  |  |  |

Scale: Pre-Adoption; Early Adoption; In Progress; Full Scale