College of Alameda: FINAL Guided Pathways Plan for 2018-19 (as of March 16, 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** |
| 1. Cross-Functional Inquiry
 | Early Adoption | Not a focus at this time |  |  |  |
| 1. Shared Metrics
 | Early Adoption | Not a focus at this time |  |  |  |
| 1. Integrated Planning
 | Pre-Adoption | Not a focus at this time |  |  |  |
| 1. 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 GP Plan 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

Include students and student voice throughout the process | Consistent work every semester by the following groups:Academic SenateCurriculum Committee Classified SenateCollege CouncilAssociated Students of College of AlamedaASCOA Clubs, Learning Communities, Categorical Groups (EOPS/DSPS/CalWORKS, OneStop)Executive CabinetCollege ManagersDepartment Chairs (and department faculty/staff)Counseling DepartmentPeralta Federation of TeachersStudent 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 work groups
* Guided Pathways leadership team adopts a practice of facilitation that is conducive to participatory decision-making
* GP leadership team 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 |
| 1. Intersegmental Alignment
 | In Progress | Not a focus at this time |  |  |  |
| 1. 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 participants 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 Include students and student voice throughout the processConduct 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:*** 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. Ideas for consideration might include:
	+ Review and possibly revise Counseling Courses
	+ Embed more career exploration into “intro” or survey courses in various disciplines (led by non-counseling faculty)
	+ Include career exploration as dual enrollment courses available to HS students. Look at programs like Get Focused Stay Focused. Consider SSSP funding and matriculation processes needed for special admit students
	+ Explore credit and non-credit options
	+ Explore a co-requisite course that “pairs” with another course
	+ Explore the role of COOP Ed. (internships/career exploration, etc. with AUSD, OUSD)
	+ Explore prototyping service-learning opportunities in career exploration courses
* 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 (in-reach)
* 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 work group to explore the tools and review the resources, engage with partners on career/WBL opportunities.
 | Scaling in Progress |
| 1. Improved Basic Skills
 | In Progress | See aligned work |  |  |  |
| 1. Clear Program Requirements
 | Early Adoption | Not a focus at this time |  |  |  |
| 1. Proactive and Integrated Academic and Student Supports
 | Early Adoption | Not a focus at this time |  |  |  |
| 1. Integrated Technology Infrastructure
 | Early Adoption | Not a focus at this time |  |  |  |
| 1. Strategic Professional Development
 | Early Adoption | Not a focus at this time |  |  |  |
| 1. Aligned Learning Outcomes
 | In Progress | Not a focus at this time |  |  |  |
| 1. Assessing and Documenting Learning
 | In Progress | Not a focus at this time |  |  |  |
| 1. Applied Learning Opportunities
 | Early Adoption | Not a focus at this time |  |  |  |

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