

COLLEGE OF ALAMEDA 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	9	4	0

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
<p>1. CROSS-FUNCTIONAL INQUIRY</p> <p>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.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p>○ XX</p> <p>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.</p> <p>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.</p>	<p>○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p>○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>

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

1. Please briefly explain why you selected this rating.

College of Alameda has several initiatives where cross-functional teams are taking on pieces of the Guided Pathways approach. In 2016-17, a cross-functional team came together to design and launch a First Year Experience (FYE) program with three "meta major" strands for students to choose from. The program did not launch as intended in fall 2017 and the college is learning from the experience and preparing to launch in spring 2018. At the same time, the College is deepening its work mapping pathways, determining its high-demand courses, conducting a gap-analysis, and re-doubling its efforts to create an effective block schedule that will enable students to optimize their time and allow the college to provide key support services more strategically, including re-starting our "college hour" from 12-1. Lastly, the College has several cross-functional, participatory governance committees that look at actionable research and are focused on evaluation and improved implementation; however they are silo'd and lack sufficient time to take on all of the issues related to building Guided Pathways at once.

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

The College went through an extensive re-visioning of our learning communities leading to a metamorphosis into a First Year Experience (FYI) paradigm based on meta-major program mapping. Secondly, the college has increased research capacity related to equity measures. An equity data dashboard is available to departments and programed based on the equity indicators referenced in the College Equity Plan.

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

A challenge for the College will be to incorporate deep board-based discussion related to Guided Pathway into the fabric of collegial consultation. Changing habits of mind will take time. The College has increased planning and compliance documents stemming from the State Chancellor's Office, which is taking considerable institutional capacity to manage and be responsive.

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
<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>○ XX Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>○ 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 of Alameda has defined metrics for each initiative (SSSP, Equity, BSSOT, Strong Workforce, etc). These are not yet shared across all initiatives although we are in the process of doing this now. Student data is systematically tracked to inform progress (see new tools described below) - but the College can do better in terms of creating regular occasions during which the data is considered and discussed in cross-functional teams. The College has worked closely with the District Office of Institutional Research and IT to ensure that much of our data (completion, retention, enrollment, disproportionate impact) can all be disaggregated reliably. This required fixing District-wide data systems in PeopleSoft but this is now done and being monitored more closely.

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

The College of Alameda has made great strides in this area. For instructional programs, new on-line data dashboards are available (using Tableau) for all major metrics (completion, retention, enrollment, productivity, disproportionate impact) by department and course. All of these dashboards are dis-aggregated for all special populations, ethnicity, gender, and age). Additional data is available through the District's Business Information (BI) tool and the College's new Dean of Research and Planning facilitates broader access to it. The College has IEPI goals set across indicators and these are regularly reviewed and integrated with other data on other goals and objectives (accreditation, set standards, strategic plan goals). The College's annual cycle of Program Review and Program Updates requires each department and student service area to review data and plans - including how their efforts tie in to College and District goals - on a regular basis. This year, faculty are learning how to use the data dashboards and how to have conversations about disproportionate impacts.

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

A challenge has been capacity building regarding the collection, analysis and dissemination of data metrics and professional development/training opportunities for faculty and staff to gain skills to interpret the data into their local context.

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
<p>3. INTEGRATED PLANNING</p> <p>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):</p> <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation 	<p>○ XX College is currently not integrating or planning to integrate planning in the next few months.</p>	<p>○ 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 engage in integrated planning.</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. Classified Senate and Academic Senate) are</p>	<p>○ College-wide conversations have taken place with all key constituency groups including: 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 revise existing plans and strategize about key</p>

<p>Program (BSI/BSSOT)</p> <ul style="list-style-type: none"> • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 			<p>beginning to routinely inform and engage their constituents around integrated planning.</p>	<p>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.

College of Alameda has a participatory governance structure that enables all constituency groups (faculty, staff, students, and administration) to participate in college planning and decision making. The college has a Planning, Research and Institutional Effectiveness committee that part of its charge is to engage constituents around integrated planning. The college has recently begun conversations about guided pathways, but to date, the college does not utilize the Guided Pathways framework as an overarching structure for main planning and resource allocation processes.

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

The College has strong, committed faculty-driven workgroups relating to BSSOT, SWF, and SE work. Monthly meeting focus on the outcomes of these initiatives and leading to accelerated basic skills and more and better career education programs

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

It is a challenge to have board-based discussions and budget integration on directed funding initiative (SSSP, SE, BSSOT, SWF). Area/Clusters have strong feelings of ownership of these funds, which can cause barriers to cross functional dialog.

General apportionment dollars have greater capability to engender broad-based discussion.

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
<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>○ XX 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>

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 early stages of a formal structure to discuss guided pathways. Most of the work and dialog has been at individual department meetings or as a stand-alone topic at a participatory governance committee. Institutionally we are investigating best practices related to guided pathways to determining the optimal group to hold this work. There has been dialog on meta-majors and two-year degree planning, which provides a foundation for guided pathway teams and structures.

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

An accomplishment was the college worked together to craft an application for the Guided Pathway Project. We developed a robust plan with cross-functional buy-in and support. The College was not selected to participate, however, the work done to complete that plan provides us with a solid launching pad for the forthcoming work.

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

A challenge will be a build a structure that does not solely add to the amount of work committee needs to accomplish or create committee bloat. An effective structure needs to be interwoven with current practices and structures. With the amount of separate initiatives being placed on colleges, only through mindful discussion can an effective structure be created and supported.

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>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.</p>	<p>○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p>○ 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.</p>	<p>○ XX 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.</p>	<p>○ 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.</p>

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

1. Please briefly explain why you selected this rating.

College of Alameda has been scaling up intersegmental alignment of the past two-years. The college has coordinated efforts with the two unified school districts (Oakland and Alameda) and multiple charter schools on dual enrollment courses based on site at participating high schools. College of Alameda host the Alameda Science and Technology Institute (ASTI), which is a magnet high school for Alameda Unified School District (AUSD). High school juniors and senior take college courses via dual enrollment. The college participates in alignment discussions with four-year institutions, primarily CSU East Bay. Career Education program have advisory boards. With some programs having more active advisory boards than others. There is difference in strength of partnership across the college and increased partnership are occurring.

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

A significant accomplishment has been College of Alameda's intersegmental work with CSU East Bay and Oakland and Berkeley Unified School District on the alignment of mathematics. The project, called Bridging the Gap, was funded by the James Irvine Foundation which paid for high school math teachers from Oakland and Berkeley Unified School Districts to work over a two-year period with Peralta math instructors and CSU East Bay math faculty to develop and implement a number of pilot projects that could lead to Memoranda of Understanding between segments related to improving the "math pathways" for K-14 students. These have included aligning curriculum, offering college-level courses at the local high schools, and waiving placement test requirements for students who have satisfactorily completed courses in a particular (STEM or non-STEM) meta major pathway. This early work helped inform the decision by the CSU system to waive its requirement of Intermediate Algebra among community college transfer students who do not choose a STEM major.

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

The two greatest challenges to scaling intersegmental alignment has been human resource needs. The ability to add staff and/or change job descriptions cause's limitations. Secondly, with deepening partnership data sharing becomes an issue. Increased system wide data sharing among the educational sectors would enhance the ability to deepen alignment more quickly.

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
<p>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student's college experience.</p>	<p>○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.</p>	<p>○ XX Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p>○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p>	<p>○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.</p>

				Student input is systematically included into the process.
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
College of Alameda has begun the discussion of meta-majors and pathways. The college is at the beginning stages of systemic conversations and program planning leading to pathways and meta-major student options. The initial work on meta-majors has been within the learning communities FYI program development. This pilot was launched in Fall 2017. The college is currently engaged in pathways discussion with implementation targeted to being in FY2018-19. The college does have a culture of cross functional teams and dialog. This culture will assist in the scaling and early adoption of guided major and career exploration.

2. Describe one or two accomplishments the college has achieved to date on this key element.
The College reimagined the learning communities program to use Ujoma practices a a central teaching pedagogy in all learning communities. Team of faculty attended the Statewide Umoja workshop and the College hosted a follow-up on-campus Umoja workshop to broaden the opportunity to participate.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
A key challenge will be to bring curriculum planning and scheduling discussions and decisions from a localized departmental level to a broad pathway (division) level. It will take time and strategic dialog to transition from a departmental-centric planning paradigm to a sector, meta-major, or similar planning and budget framework.

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
<p>7. IMPROVED BASIC SKILLS</p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>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:</p> <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 	<p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p>	<p>○ 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.</p>	<p>○ XX College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p>	<p>○ 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.</p>

sequence • Curricular innovations including creation of math pathways to align with students' field of study.				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
College of Alameda is currently scaling activities to improve basic skills access and success. The BSSOT grant has been a catalyst for exploration, curriculum redesign, and professional development. Several evidence based practices have led to strategies to facilitate large improvements in the number of students that pass college and/or transfer-level English and math courses. New or revised curriculum and practices have begun in Fall 2017. It will take a few semesters to gather data to illustrate the efficacy of these changes.

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

Two accomplishments CoA achieved using evidence-based practices to increase access and success in college and/or transfer- level math and English, include:

- To improve student placement in the most appropriate math and English courses, CoA is participating in the Multiple Measures Assessment Pilot (MMAP) led by the RP Group. The Student Transcript-Enhanced Placement Study (STEPS) Progress Report (2014) indicated there are “significant associations between high school and college performance in English and math.” In 2015, Peralta math and English evaluated the MMAP proposed placement tool using high school transcript data. Faculty reviewed multiple measures data from Long Beach City College revealing high school GPA as the best predictor of success in college-level mathematics and English. Data reviewed concluded: “Prior to the pilot, 13% of LBUSD graduates placed into transfer level English in 2011 while 60% of LBUSD graduates entered transfer level English under the Promise Pathways initiative in fall 2012.” CoA faculty adopted MMAP and the College is now collecting data on when counselors consider high school transcripts in their placement recommendations and how well the students succeed in those placements. A recent phone survey of first-time English and math students found that nearly 75% of English students felt their placement was “just right.” Of the math students responding, 55% thought their placement was “just right” and, most who didn’t, indicated the course they were taking was only “a bit” too easy or difficult.

- Following evidence from other California community colleges, CoA has started a co-requisite pairing of M213 (Support for Statistics) and M13 this fall (2017). This model is based on the State of Tennessee where all first time students are placed into gateway college courses. Students who place into pre-gateway levels also are required to enroll in a support class (co-requisite). Success rates for these students for community college students in similar programs indicate 77.8% of students assessing one level below statistics were successful and 69% of students assessing two levels below were successful (Cuyamaca College- data on 182 students). Early indication from this semester's cohort is very positive.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
A challenge is to sustain the work and initiatives over a long period of time and at scale. Many of the best practices and evidence based solutions have greater resource intensity than traditional strategies. System grants, like BSSOT, have provided the College a great opportunity to explore and begin this work, however, this is time-bound funding. Any long-term strategies need to be within the general apportionment funding distributed to colleges.
 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
<p>8. CLEAR PROGRAM REQUIREMENTS</p> <p><i>(Clarify the Path)</i></p> <p>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.</p> <p>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</p>	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>○ XX 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 programs of study in a timely fashion.</p>

completion and enhanced access to relevant transfer and career outcomes).				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
College of Alameda has begun an in-depth process and discussion to review, revise, and implement changes course scheduling, sequence mapping, and other improvements to enable student to complete their programs of study in a timely fashion. There have been focused trainings on best-practices on enrollment management and the use of data in program scheduling. A college priority has been re-examination of the block schedule and the creation of a weekend program. Several career education programs, including aviation and dental assisting, provide good examples of programs that are designed to meet the needs of students and have completion within two years.

2. Describe one or two accomplishments the college has achieved to date on this key element.
An accomplishment has been the re-activation of the aviation maintenance program at College of Alameda. The program was closed for a number of years and re-opened three years ago. The revitalized program was built around student and labor market needs. A clear course sequence was developed, which leads to student completion in two-years. The program is highly successful by measures of completion rate, industry placement, and student demand. The program is currently at enrollment capacity.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
The lack of sophisticated data analytics and predictability systems creates a labor intensive scheduling environment based on anecdotal information and personal experiences.

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>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>○ 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>○ XX 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.

College of Alameda is in the process of implementing proactive strategies. As an example, the College is launching an early alert pilot with Starfish Spring 2018, a proactive integrated academic and student services program, to increase student retention and success. Additionally the Student Success Committee, comprised of faculty and staff from student services as well as instruction ensure the CoA integrated plan addresses college wide issues related to student access, equity and success.

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

The college successfully completed an early alert pilot in Spring 2017 with a significant number of instructional faculty participating in support of providing proactive student support specifically related to tutoring, counseling, mental health counseling.

As part of integrated planning efforts, instructional and counseling faculty meet to discuss students as needed and to provide proactive support. Instructional faculty often engage dsps and mental health services to support student retention and success.

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

Technology has been a challenge and in many ways a barrier to successfully implementing a long standing solution for instructional and student services proactive support mechanisms that include a feedback loop so instructors have follow up and next steps to best support the student.

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

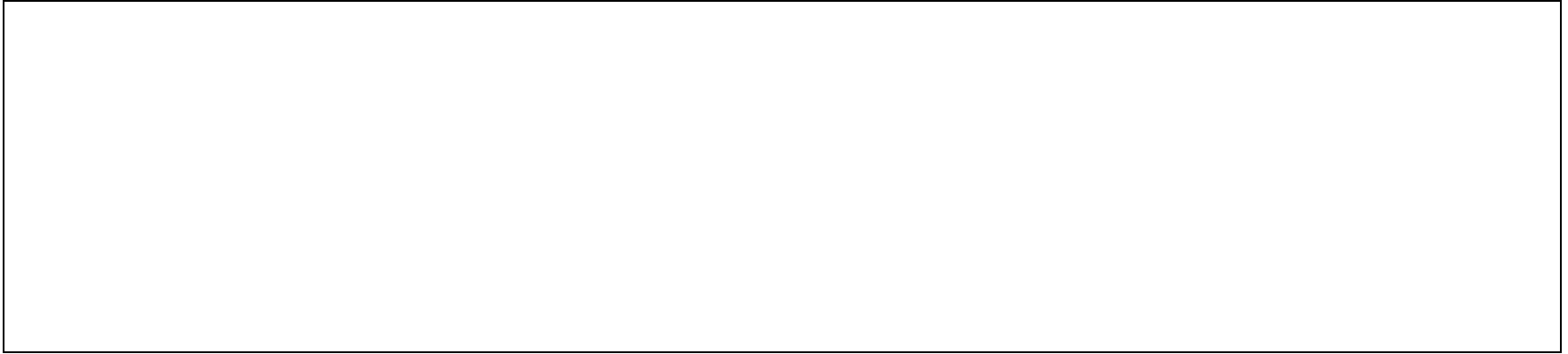
The college is working on instituting stronger collaboration between counseling and academic programs to best serve students and is discussing a case management model as well as academic program-counselor liaisons to enhance relationships in support of students.

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>○ XX 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.) <ul style="list-style-type: none"> • 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"> 1. Please briefly explain why you selected this rating. College of Alameda, in conjunction with the District Office, is piloting integrated technology solutions, such as, Starfish, Degree Audit, and Live25 scheduling software. These solutions are in piloting or early adoption phases. 2. Describe one or two accomplishments the college has achieved to date on this key element. Using CTE Data Unlocked funds, College of Alameda Career Education faculty and related staff have been trained on the Launchboard tool as well as the Center of Excellence Labor Market Supply and Demand tools and use these tools to help advise students on career and employment options. The WIOA-funded One Stop Career Center also uses CalJOBS to inform students of opportunities as well as InterviewStream to help them prepare for interviews. 3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. A challenge to integration of technology solutions is there is no “single sign-on” capability for students or staff. Each technology solution has its own, sometimes different, log-in requirements. This causes confusion and does not allow various technology products to “speak” to each other. This causes labor intensive processes for staff to download information from the enterprise system, PeopleSoft, re-format, and send to vendors manually. 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>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>○ XX 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)

1. Please briefly explain why you selected this rating.

The College has a standing Staff/Professional Development committee with line-item funding and dedicated coordination time. The primary focus of the committee has been the planning of the College “Flex” days and the approval of individual faculty professional development requests to attend conferences and trainings. Most training/workshop delivered during flex days are based on a faculty/staff proposal process not directly linked to the College strategic plan. Key college personnel, like the Student Learning Coordinators and Dean of Research, offer workshop during flex that are ties to the college strategic plan. During the academic year the college hold forums on topics, which are related to strategic goals, planning and budget. The forums are generally facilitated through the President’s Office. Functional areas of the college provide professional development opportunities relating to their program goals, which are linked to the college strategic goals.

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

The College has been able to leverage directed funding, such as, Basic Skills Transformation Grant and Strong Workforce, to expand departmental wide professional development activities. Some departments are able to take team of faculty to workshops and use the knowledge gained to intact innovative strategies (i.e. accelerated basic skills).

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

Re-alignment and revision of college professional development activities to encompass all constituencies groups and to be driven by the college strategic goals will take time and increased funding. The current model is built on flex day and faculty professional development with funding allocated to support this functions at a limited scale. General funding augmentation will be needed to fully implement this component

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

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>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>○ XX 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>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.

The college reviews and assess all course level student learning outcomes on an established three year review cycle. The review cycle is integrated into the program review process and procedures. Course level outcomes are aligned to program level outcomes. Based on assessment learning outcomes are revised and/or program/course modifications developed. Program level outcomes are mapped to the institutional learning outcomes, which serve as the general education learning outcomes. Institutional level outcomes are assessed using a rubric develop and administered through the Planning, Research and Institutional Effectiveness committee. These are assessed as part of the college three year planning framework.

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

The College has achieved a level that all outcomes are reviewed and assessed as part of a three year planning cycle. Program level outcomes are mapped to the Institutional Learning Outcomes. Reports are posted on the college website.

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

A barrier to aligning and effectively using learning outcome data and assessments is managing a large amount of data from individual courses. Training faculty on the technology platform is a limiting factor and increasing the knowledge of best practices in the development and assessment of learning outcomes is needed.

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>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 learning outcomes assessment to improve the effectiveness of instruction</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>○ XX 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>

in their programs.				
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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 college using a technology platform to post and store course, program, service, and institutional level learning outcomes and assessment result. The platform has a public search feature that the community and/or student can use to review outcome results. All programs and services examine and use learning outcomes results to improve the effectiveness as part of the program review process.

2. Describe one or two accomplishments the college has achieved to date on this key element.
 The College adopted a three-year planning cycle which includes the assessment of learning outcomes at each level. Department create a schedule to assess and review every course learning outcomes over the three planning years. Instructional outcomes are mapped to program level outcomes and are review and assessed each Year. Revisions to Institutional Learning Outcomes happens at the end of the three year cycle. All SLOs are reviewed and assessed on cycle.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 A key barrier is the technology platform itself. Learning outcome assessment requires a great amount of system flexibility to capture course, program, service, and institutional outcome data and assessments. Training all levels to effectively use the tool can be difficult.

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>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>○ XX 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 offers a wide breadth of allied learning opportunities to students, including internships, clinical placements, study abroad, service learning, and cooperative education. Most of these interventions are built within single programs. The college has

begun the process of scaling activities, such as, internships and cooperative education, across programs.

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

A key accomplishment on applied learning has been the development of a contextualized mathematics course for career education programs. The mathematics department has closely worked with the Dental Assisting and Aviation Technology programs on curriculum development. Mathematics 510 is a non-credit course that will be paired with program instruction. This course will eliminate the need for student to take the developmental level credit course, Mathematics for Technicians.

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

A key barrier to fully scaling internship and cooperative education is organizational capacity. Without dedicated employees to oversee applied learning functions, it is difficult to find partners, manage relationships, and place students. Basic apportionment dollars are limited and are being fully utilized to support other critical college functions.

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:

This overall rating was chosen to align with the results of the individual self-assessment categories. The majority of rating were in the early adoption category. The college has begun conversation and dialog concerning guided pathways, however, pathways are not in place at the moment. An extensive amount of work was done to apply for the Guided Pathway Project in FY2016-2017. College of Alameda was not selected for funding, but the application process sparked dialog and momentum to build on. First year experience programs, based on meta-majors, were vetted and implemented at the college. The work done as part of the BSSOT grant has led to discussions of student pathways, changes to assessment/placement practices, and curriculum re-alignment/acceleration.

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:

There is a need for focused professional development opportunities for faculty, staff and administrators around guided pathways pedagogy and best practices. Regional workshops and training opportunities would be helpful. Also the ability to have experts come to campus to lead in-depth discussions would provide the ability to organize this at greater scale.

Funding to allow faculty and administrator time to devote on developing and scaling this work create an environment for success. Building this work as an additional assignment raises barriers. Having data reporting elements distributed to the field early will assist in provide accurate data and building systems to a common goal. Funding for research capacity should be part of any forthcoming funding.

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?

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

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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.

College of Alameda

Name of college

Self-Assessment Signatories

Signature, President of the Governing Board	Printed Name	Date signed
Signature, Chief Executive Officer/President	Printed Name	Date signed
Signature, Academic Senate President	Printed Name	Date signed
Signature, Chief Instructional Officer	Printed Name	Date signed
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