

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				
	12. Aligned Learning Outcomes			X	
	13. Assessing and Documenting Learning		X		
	14. Applied Learning Opportunities		X		
Overall Self-Assessment			X		

Self-Assessment Items

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<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>X 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>○ 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.

There is a limited understanding of Guided Pathways across the College as many employees are seeking a common definition.

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

Accomplishments that the College has achieved to date on the key element of cross functional inquiry include: 1) the presentation of Guided Pathways by consultants at the fall 2017 All College Meeting, 2) its discussion at various meetings, and 3) the ways in which Coastline is responding to the state-wide Institutional Effectiveness Partnership Initiative (IEPI).

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

Coastline is a distributed/multi-campus institution, and providing adequate opportunities to bring constituents together based on the physical limitations of the College may present itself as a challenge that may hinder progress with regard to cross-functional inquiry as a key element of Guided Pathways. Additionally, part-time faculty engagement is anticipated as a possible challenge for the progression of cross-functional inquiry.

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 seeking best practices to support the implementation of Guided Pathways. The College has a need for clearly defining roles (particularly for classified professionals) in the implementation of Guided Pathways.

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>X 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>	<ul style="list-style-type: none"> ○ Key benchmarks and progress on student data are used. They are beginning to be aligned across initiatives. 	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ 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.

There is awareness that data is being collected but there a subsequent lack of understanding of how this data will be used in Guided Pathways planning.

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

The College continuously collects and uses student access, academic performance and institutional effectiveness data to inform planning throughout the College. This is exhibited through the embedding of the College key performance indicators (KPIs) throughout Department and Program Reviews and the discussion of KPIs as a standing item at all planning committee meetings.

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

A challenge with regard to shared metrics is translating collected information to actions and plans related to Guided Pathways. Additionally, it is perceived that not all students have goals that fit within the structure of Guided Pathways, as many students transfer into Coastline to take a few courses and then leave. This is reflected in the College transfer numbers, which show that the majority of students transferring to four-year universities only complete 12 units or less at Coastline.

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

N/A

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>5. 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 Program (BSI/BSSOT) • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 	<p>○ 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>X 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 beginning to routinely inform and engage their constituents around integrated planning.</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 overarching strategies across the main college initiatives.</p> <p>Integrated plans and over-arching 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>

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

1. Please briefly explain why you selected this rating.

The College has made progress in planning in relation to timeframe and collaboration, which is beneficial in adopting Guided Pathways. More conversations regarding integrated planning needs to take place between administrators, faculty, and staff.

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

Accomplishments in integrated planning include the substantial increase in the effectiveness of the Program and Department Review process and in the overall college planning process through committees such as the Planning Councils. The College also saw accomplishments in the finalization of the SSSP, SE, and BSI Integrated Plan.

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

The ability to execute a planned strategy due to loss of interest or initiative overload may hinder progress on integrated planning for Guided Pathways.

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

The College needs to implement a communication plan to effectively inform all stakeholders about Guided Pathways.

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. 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>	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ 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>X 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>	<ul style="list-style-type: none"> ○ 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>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 Guided Pathways Steering Committee was formed and meets on a consistent basis. The committee has led college-wide activities and events around Guided Pathways and is planning future activities and events. The information from the committee is starting to be shared across planning committees and councils.

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

The creation of the Guided Pathways Steering Committee is an accomplishment toward implementing inclusive decision-making structures. Additionally, the committee has developed and provided various resources to build awareness and facilitate activities around Guided Pathways. The committee is also conducting college-wide surveys to gather feedback from all employees to understand awareness and engagement. All Guided Pathways information is provided in reports and can be found on the webpage and SharePoint, which houses minutes, agendas, and decisions.

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

A few challenges include time management and workload related to dedicating time to Guided Pathways.

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

N/A

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. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i></p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<ul style="list-style-type: none"> College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements. 	<p>X 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>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 made progress on developing partnerships with local school districts, but continuous work is needed to continue to mature these relationships. The College has partnerships with four-year universities for certain programs; however, these partnerships need to be effectively maintained to ensure ease in transition for our students.

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

The College has increased numbers of first-year out of high school students enrolled. Additionally, the College offers courses in Newport Mesa, Huntington Beach, and Garden Grove School Districts. Further, the Coastline Promise is anticipated to continue to strengthen the College's connection with local feeder high schools.

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

There is a lack of awareness amongst the local K-12 school districts that the College is in the development phase and will be implementing Guided Pathways.

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

Outreach is important to building the connections to local feeder schools. Further, Coastline is uniquely positioned to offer its online courses, certificates, and degree programs to students who attend online high schools.

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. 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>X 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. Student input is systematically included into the process.</p>

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

1. Please briefly explain why you selected this rating.

College discussions focusing on career clustering by majors and tools to help students explore career opportunities have taken place; however, these conversations took place in the early stages of planning.

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

College-wide discussions around career clustering were seen as important accomplishments, along with the drafting of course sequenced degree roadmaps, block scheduling, and the redesign of SLOs to include job and career skills.

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

Not having clearly articulated roadmaps from education to career clusters may hinder pathways implementation.

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

A suggestion is to explore the integration of CTE and counseling into the process of career and course mapping.

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

1. Please briefly explain why you selected this rating.

The implementation of multiple measures assessment and acceleration projects from recently received grants.

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

The pilot of and subsequent implementation of multiple measures placement has shown promising results as increased percentages of students are placed into higher level courses. The College is also exploring different ways to accelerate courses through Statway and refining the remediation sequence.

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>9. 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 sequence • Curricular innovations including creation of math pathways to align with students' field of study. 	<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>X 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>○ 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>

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

The number of levels in the mathematics remedial sequence and the lack of linearity in the ESL sequence are seen as challenges.

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

There are many projects in place through various grants and categorical funds that are promising with regard to decreasing the time for remedial sequence completion.

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>10. CLEAR PROGRAM REQUIREMENTS <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 completion and enhanced access to relevant transfer and career outcomes).</p>	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>X Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>

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

1. Please briefly explain why you selected this rating.

The College has select highly structured programs which follow structured pathways and could act as a model for the Guided Pathways movement.

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

The College's cohort-based STAR Program is an example of a program that provides wraparound services that support student engagement, retention, and degree completion. The Paralegal, Gerontology, Learning 1st, and EOPS programs and Process Technology and Cybersecurity apprenticeship programs provide a structured framework for pathways at the College.

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

Improvements in scheduling are needed in order to be more student-focused and best meet student demand. Additionally, there is a need for better alignment between programs and courses.

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

The College needs to support the development of master courses.

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

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

1. Please briefly explain why you selected this rating.

The College needs to continue to make efforts to connect students with information about academic and support services.

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

The College has invested in supporting student access and success through the implementation of the Student Success Centers, Faculty Success Center, predictive analytics, embedded tutors in both onsite and online classes, OEI courses that offer 24/7 tutoring, online Library, peer mentors, and success coaches.

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

The lack of a shared understanding of Guided Pathways has limited the College's ability to create strategies to support a Guided Pathways vision.

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

N/A

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. 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 alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others 	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>X The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes; career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

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

1. Please briefly explain why you selected this rating.

The College has used different technologies to support learning and to understand student behavior, including Canvas, Cranium Café, Civitas, and DegreeWorks. While helpful, many technologies at the College have limited access and use.

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

The use of Degree Works, Civitas, Cranium Café, and block scheduling for cohort programs are accomplishments in the integration of technology infrastructure at the College.

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

Technology is centralized at the District which limits the control of the College in technology planning and management. Another challenge is that many of the software systems do not integrate well or provide a redundant service. While many tools exist across the district, the College lacks awareness, training, and utilization of them.

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

N/A

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. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>X Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p>○ Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and 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 	<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 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.

			<p>campus and the college as a whole.</p> <ul style="list-style-type: none"> Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. 	<ul style="list-style-type: none"> 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.

Professional development does not align with the College Goals or the Guided Pathways movement.

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

Through the Effectiveness and Innovation Grant the College is developing a professional development infrastructure. The College has also dedicated funds to each constituency group to support professional learning. The College has also invested in the Faculty Success Center and positions that provide leadership and support to professional development.

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

There is an inconsistent availability and understanding of professional development amongst various constituency groups. This may be associated with the lack of awareness, access, and protocol to utilize professional development funds.

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

N/A

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. 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>X 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 new SLO coordinator has partnered with other faculty and the Department of Institutional Effectiveness to help revise the SLO collection and reporting process. The College has developed a website for SLOs which features tools that have been developed to help faculty with Canvas integration.

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

The development of the SLO Handbook is an accomplishment on the part of the College. In addition, the transition to Canvas and the process for assessing SLOs in Canvas is noteworthy. The College continually seeks to make SLO assessment meaningful.

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

Understanding what SLOs are and how they can be effectively used is challenging. Additionally challenging is the growing pains of making the transition to a new assessment process.

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

N/A

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>15. 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 in their programs.</p>	<ul style="list-style-type: none"> ○ College is currently not assessing and documenting or planning to assess and document individual student's learning. 	<p>X 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>	<ul style="list-style-type: none"> ○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<ul style="list-style-type: none"> ○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</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 transition with the migration of the SLO collection and reporting process into Canvas.

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

The College has obtained an Effectiveness and Innovation Grant to support the development of a more meaningful faculty-driven process of SLO assessment.

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

The lack of faculty knowledge regarding effective assessment practices, aligning goals and shared courses, closing the loop, and Canvas programming are challenges to SLO assessment and documentation.

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

N/A

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>16. 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>	<ul style="list-style-type: none"> ○ College is currently not offering or planning to offer applied learning opportunities. 	<p>X 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>	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ 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.

While applied learning is embedded within the career and technical education (CTE) programs, there is still a need to associate occupational-related competencies throughout all programs.

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

The Cybersecurity and Process Technology programs both have apprenticeship programs that provide hands-on experience for students in the program. The College also offers work experience courses related to different programs.

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

A challenge is the limited utilization of CTE Advisory Boards to develop more industry partners for work-based programs and internships.

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

N/A

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?**

Early Adoption

Please briefly explain why you selected this rating:

There needs to be a clear definition and vision for Guided Pathways at Coastline.

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:**

Similar to successful College-wide initiatives (e.g. Educational Master Plan, planning summits, Institutional Effective Partnership Initiative (IEPI)), the College must invest in effective communication and engagement strategies that support involvement and clear communication.

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

The College's cohort-based STAR program is an example of a program that provides wraparound services that support student engagement, retention, and degree completion. The Paralegal, Gerontology, Learning 1st, and EOPS programs and Process Technology and Cybersecurity apprenticeship programs provide a structured framework for pathways at the 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?**

Of concern is the impact of the implementation of Guided Pathways on non-traditional students. Additionally, the financial impact of the implementation of Guided Pathways for the College is unclear.

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 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