

# 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	
<b>Overall Self-Assessment</b>				X	

Self-Assessment Items

<b>INQUIRY (1-3)</b>				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>1. CROSS-FUNCTIONAL INQUIRY</b></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>○ 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><b>X</b> 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>
1. Please briefly explain why you selected this rating.				

The college has been engaged in this work for several years, largely initiated with participation in Achieving the Dream. While the college has not used the language and vocabulary specific to Guided Pathways, the focus of the college on improving the student experience, student achievement and equity is very consistent with the Guided Pathways framework, this includes progress on the development of a cross-functional culture of inquiry. The progress of the college definitely fits into the rating of Scaling in Progress with the need for a greater degree of systematization, consistency and pervasiveness to achieve Full Scale.

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

Cerro Coso College used Inquiry Groups to engage staff, faculty, students, and administrators in developing success initiatives broad enough for both instructional and non-instructional units to embrace. The Inquiry Groups delved into the RP Group's "Six Success Factors" to develop institutional initiatives aimed at making the student experience more connected, focused, and directed-no easy feat for this unique rural college with a large online program, 5 satellite campuses and an emerging inmate education program. The college's grassroots effort led to the adoption of success initiatives that resulted in broad-based cultural change.

Two instructional and two non-instructional inquiry groups were conducted, representing all campus constituents and sites. The groups had faculty and staff leads, were self-facilitated and made up almost entirely of faculty and staff (with administrative representation minimized). These groups all had the same expected outcome, but were free to approach the inquiry process in whatever way the group identified. Some of the instructional groups conducted student focus groups onsite and online, during the day and in the evening with make-up that reflected the demographics of the college. This allowed the group to take the Student Support Re-defined research and make it very specific to our college and our population of students, avoiding any skepticism about the research not reflecting "us."

Multiple initiatives came out of this process informed by students and all college constituents. Every department has committed to adopting one of the three instructional initiatives. Of the inquiry process, one of the faculty participants commented on feeling "compelled to review her course structure, syllabus and expectations from the student perspective."

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

Due to the unique nature of the college, its geographic service area and distributed nature, consistent engagement in inquiry can be challenging. Similarly, as a small institution, there is limited personnel to address all of the increased intervention measures, need for inquiry and evaluation and accountability measures. Given all of the increases mentioned above, the message about engaging in the Guided Pathways model has to be carefully considered and managed to avoid the perception of a change in course or "next new initiative. It needs to be made clear that this is a framework that encompasses all of the substantial work the college has already been doing.

**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><b>1. SHARED METRICS</b></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>○ Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p><b>X</b> 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>

1. Please briefly explain why you selected this rating.

It is the closest rating to the current status of shared metrics at the college. Significant progress has been made and it is happening in areas, but is not as systematic or consistent as it needs to be for Full Scale.

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

With the involvement in Achieving the Dream and initial work with Guided Pathways, the college receives an annual comprehensive data report on the following indicators:

Element A: Completion of 12 College-level Units in First Term

Element B: Persistence from Fall to Spring and Fall to Fall (formerly ATD Element 4)

Element C: Successful Course Completion in First Year (formerly ATD Element 3)

Element D: Successful Remedial Completion within Two Years (formerly ATD Element 1) English and Math

Element E: Completion of College-level English and Math in First Year English and Math

Element F: Gateway Course Enrollment and Completion within Three Years (formerly ATD Element 2) English and Math

Element G: Completion of 30 College-level Units in First Year

Element H: Completion (Award or Transfer) within Three Years (formerly ATD Element 5)

All Elements are disaggregated by:

placement level (remedial or college level) for both English and Math • Gender • Age • Ethnicity • Enrollment Status in First Term (full or part-time) • Unit Load in First Term • Financial Aid (awarded or not) in First Term • EOP&S (participated or not) in First Term • DSPS (participated or not) in First Term • Foster Youth (current or former) in First Term • Veteran (or not) in First Term • Percentage of Distance Ed within Cohort Period • Educational Goal in First Term • Matriculation Completed in First Term by Component • Matriculation Completed in First Term by Number of Components (All Four, One to Three, None) • First English Attempt (First Term or Before, Second Term, or Not Taken in the First Year) • First Math Attempt (First Term or Before, Second Term, or Not Taken in the First Year) • First Generation (or not) in First Term

Annual Program Review/Annual Unit Plan data for all instructional and non-instructional units is disaggregated by Gender, Age, Ethnicity and Matriculation (SSSP Core Service) step completion. This data informs the integrated evaluation and planning cycle planning for the college.

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

While the college has made comparatively substantial progress in this area, it has not actually had a local research support office. All research support has been at the District Office level. The college has recently leveraged a variety of funding sources and the IEPI process to implement an Institutional Research Office on our campus. While this is major progress, there is a substantial backlog of data and assessment needs that will have to be prioritized and carefully managed to achieve full-scale.

**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><b>2. INTEGRATED PLANNING</b></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"> <li>• Student Success and Support</li> </ul>	<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><b>X</b> 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</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</p>

<p>Program (SSSP)</p> <ul style="list-style-type: none"> <li>• Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT)</li> <li>• Equity Planning (Student Equity/SE)</li> <li>• Strong Workforce Program (SWF)</li> </ul>			<p>inform and engage their constituents around integrated planning.</p>	<p>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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1. Please briefly explain why you selected this rating.

Having just completed the development of the college’s integrated plan, these discussions have been taking place at all levels of the institution, in every participatory governance committee and in all cross-functional groups. College-wide discussion of the work of “Guided Pathways” has been taking place for many years, but only more recently with the language and framework specific to Guided Pathways.

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

The college has developed a highly coordinated integrated plan that reflect the elements of the Guided Pathways framework. The plan is not only highly coordinated among the various programs and student achievement/equity efforts on campus, but is also highly coordinated with the work of the three college’s in the district.



The college successfully applied for one of the CCCC Promise Grants with our sister college, Bakersfield College. The college was well-positioned to apply for the grant based on the number of elements of the Guided Pathways framework that the college has already implemented or is in the process of implementing. The program plan for our Promise Program is thoroughly integrated with the Guided Pathways framework.

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

The college has made significant progress on implementation efforts associated with Guided Pathways, but will now need to engage in cycles of data collection, assessment/evaluation and program improvement to ensure continued progress and avoid a loss of momentum.

The college will need to carefully develop further college-wide communications regarding Guided Pathways to ensure an understanding that it does not reflect a change in direction or focus, but a framework that connects all of the existing and developing initiatives at the college. To assist in this communication, the college's cross-functional committee focusing improvement of student achievement and equity, the SSSP Committee, will be working on developing a mapping of all of the college's existing strategies, initiatives and activities to the Guided Pathway Elements.

**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><b>3. INCLUSIVE DECISION-MAKING STRUCTURES</b></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>○ 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><b>X</b> 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>

1. Please briefly explain why you selected this rating.

The college has done some work with cross-functional teams and is in the process of developing more of these teams, but it is not yet a consistent or systematic approach.

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

The college's work in a number of areas has included the development, implementation and of cross-functional teams:

1. Development and implementation of initiatives in the context of Achieving the Dream
2. Implementation of the RP Group's Student Success Factors as described above has resulted in the development of cross-functional teams to implement the initiatives identified through the inquiry process. Each team includes a student member.
3. In the implementation of the Educational Advisory Board's Navigate as a technology tool/platform for supporting student engagement throughout their pathway to completion, the college developed cross-functional teams to support development and implementation and conducted multiple student focus groups that information the development and implementation of the platform.

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

Developing the cross-functional teams and the associated process is fairly straightforward and an approach the college has experience with. It will be the integrating the outcomes of the cross-functional teams into the college's decision making, planning and evaluation processes that will be more challenging, but critically important to making any real progress on improving student achievement for all students. College-wide governance structures are in place as a foundation for this integration.

As with most of the work of the college, it is particularly challenging to ensure inclusive decision-making structures that are effective and inclusive over the 18,000 square miles, 5 sites and large online program that is Cerro Coso. This adds many layers of complexity to the work of the college, particularly in the areas of communication and input.

**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
<b>4. INTERSEGMENTAL ALIGNMENT</b> <i>(Clarify the Path)</i> College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	<input type="radio"/> College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	<input checked="" type="radio"/> 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.	<input type="radio"/> 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.	<input type="radio"/> 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.

1. Please briefly explain why you selected this rating.

The college has actually done a lot of focused work in this area. For a variety of reasons, however, the college still has substantial work to do to establish meaningful partnerships and pipelines with high schools, industry and universities.

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

The college has established substantial dual enrollment programs in many of the service area high schools. In the last two years Dual Enrollment has been increased by over 250% over all of the high schools served by the college. There have been similar increases in Concurrent Enrollment, particularly in online classes, as this is sometimes a more feasible option for many of our smaller, more remote schools.

The college has partnered with Bellevue University to have an education office on the Ridgecrest campus, our largest campus. Additionally, Eastern Sierra Campuses have established an agreement with University of Nevada, Reno for a “good neighbor” tuition rate and guaranteed admission through their local Promise Program.

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

The college serves over 20 high schools, but only three of those have a graduating class of over 100- most a substantially smaller, some with graduating classes of less than 10. Some of these high schools are up to two hours away from our closest campus. Regardless of size, however, the college has to find ways to partner and serve. There are similar challenges with the wide-variety of small rural communities served by the college. The communities are unique and distinct in terms of industry and populations served. Additionally, with some few exceptions, the industries and business partners tend to be varied and quite small. As with the high schools, these means attempting to establish partnership with numerous small industries and businesses distributed over 18,000 square miles. Finally, the closest CSU Campus is 1 ½ hours away from any one of our campuses, with some of our campuses substantially further away. With the small rural nature of the college, there is limited response to trying to establish partnerships at the four-year level. These institutions tend to want to put their resources into partnering with community college likely to yield higher numbers of transfer students.

**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><b>5. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</b></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><b>X</b> 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</p>

				systematically included into the process.
<p>1. Please briefly explain why you selected this rating.</p> <p>The college has a variety of these pieces in place and a variety of opportunities for career exploration as described in this element. However, it is not systematic and inescapable for students to participate. The college has done substantial work on pathway development in cross-functional teams of faculty and counseling, but evaluation has identified additional steps to further improve and clarify these pathways. Additionally, while majors have been grouped into “areas of interest,” this is primarily within the Navigate platform, which is available to, but not required of all students.</p> <p>2. Describe one or two accomplishments the college has achieved to date on this key element.</p> <p>The college has implemented the Navigate platform, which leads students through the process of identifying an area of interest through an inventory process. Once students have identified the area of interest, they receive a list of our majors prioritized according to how closely they align with the student’s area of interest. All faculty and departments were engaged in the process of mapping the college’s degrees and certificates to the area of interest based on course and program outcomes. The college is in the process of scaling up student engagement with Navigate, having started with new students now opening it up to all students.</p> <p>The college is partnering with a large number of our high school partners on teaching dual enrollment or articulated courses using Career Choices curriculum. A major focus of this curriculum is early exploration and identification of an educational goal area. Additionally, like all community colleges, the college has a few different student success courses with this exploration as a major component. This course is required for certain populations, but not all students so is not as pervasive and inescapable as it should be.</p> <p>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</p> <p>Pathways have been completed for all existing programs and are clustered into interest areas. However, redesigning the programs to include introduction classes and shared competencies will be a much more complicated project and one that will require developing agreement among multiple faculty and programs, redesigning curriculum, etc.</p> <p>Developing ways to not just make this career exploration available, but to make it required and inescapable for all student students is a challenge that the college will need to develop a response to. This is additionally challenging at a small college where the solution will have to be one that the college has the capacity for and can be delivered at all locations.</p>				

**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><b>6. IMPROVED BASIC SKILLS</b></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"> <li>• The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement</li> <li>• Co-requisite remediation or shortening of developmental</li> </ul>	<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><b>X</b> 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 <ul style="list-style-type: none"> <li>Curricular innovations including creation of math pathways to align with students' field of study.</li> </ul>				
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1. Please briefly explain why you selected this rating.

This is an area where the college is strongly in the area of Scaling in Progress. The college has had a similar model of multiple-measures in place for years and was an early adopter of Multiple Measures Assessment Project (MMAP) approach to placement. The college is also well on its way to implementation of the Co-requisite model. While there is significant work to get to Full Scale, the college is well into Scaling in Progress.

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

The college has used high school transcripts, EAP and other high school test scores as a direct multiple measures for placement for many years. In the last couple of years, the college has adopted the state-wide Multiple Measures Assessment Project (MMAP) and has been largely scaled to apply to most students.

The college has made progress and is in the process of implementing the Co-requisite model for English and math. Both departments and our LAC Coordinator are on board with adoption with implementing a similar model. Departments have participated in research and trainings:

English

Full-time faculty attended a 4-day training for implementing co-requisite models in a 1-level below transfer classroom at Porterville College (73x, our ENGL C070 equivalent). The training included the curriculum, teaching strategies, and classroom management techniques. The LAC Coordinator attended a 1-day training, in addition to the 4-day training, that focused on implementation in a transfer-level course. The training covered the same material noted above.

Math

Math faculty, the Dean of Letters and Sciences and LAC Coordinator attended a 2-day workshop with Cuyamaca College, hosted by El Camino College, on accelerated models for mathematics. This training, though not as comprehensive as the English training at Porterville, provided information regarding how to implement, build the course, and provided supporting evidence based on

Cuyamaca's experience with co-requisites. The second day was a statistics workshop that looked at curriculum and teaching strategies. This served the math department with further exposure to what other schools in the state are doing and helped to build confidence in the model. Further training is required to prepare the faculty to teach in the co-requisite classroom as the pedagogy is quite different from the traditional college classrooms.

The college will be participating in two trainings that are put on by the California Acceleration Project that I intend to send both math and English faculty to. One is in March 2018 and the other is scheduled for summer 2018.

CORs have been revised and are moving through the CIC process. Initial class offerings will begin Spring 2018.

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

While multiple measures has been fully implemented and scaled, it is a completely manual process and requires individual evaluation for each placement. This is time-consuming for our counselors, advisors and assessment department. The college needs to move forward on implementation on an automated process, but this requires cooperation of our high school partners in participating in Cal-PASS and e-Transcripts. The college is working with each partner on this participation. With the large and varied high schools we serve, each has its unique challenges.

The college has faculty buy-in for Co-requisite model implementation and course outlines of record have been developed. There is still significant work to do to address the complexities of full implementation and the associated placement processes. Ongoing professional development for both instructional faculty and for counseling and integration of learning and student service supports all need to be addressed.

**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><b>7. CLEAR PROGRAM REQUIREMENTS</b></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</p>	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p><b>X</b> 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</p>

and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).				programs of study in a timely fashion.
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1. Please briefly explain why you selected this rating.

Substantial progress has been made in this area, but based on the level of complexity of defining program pathways according to this element, there is still significant work to be done. In particular, integration of GE and consideration of students attending part-time is an area for development and the college is working on processes for scheduling based on student demand.

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

The college implemented a pathway approach to all majors and programs several years ago. Through this process, the courses required to meet a program were mapped out on a semester by semester basis. The courses are arranged in a four-semester sequence so that students know in which order to take courses. This includes general education and English and math courses for degree programs. The college has committed to these pathways and has aligned the long term schedule accordingly. Students know for their program in which term each course is offered and the order in which they should be taking them. In addition, because Cerro Coso has a high degree of complexity offering numerous programs at up to five different campus locations, individual pathways have been drafted to reflect the long-term schedules at these campuses.

The pathways have been integrated into the Navigate platform. Navigate is an onboarding tool that straight-lines the potentially confusing process of becoming a college student. Complete College America recognized EAB's Navigate as one of the inaugural recipients of the [GPS Direct Seal of Approval](#), an award that recognizes software platforms that most align with the organization's Guided Pathways to Success (GPS) initiative. Once the student has applied, they are brought into the Navigate platform:

- The student is placed on a customized pathway that details each step that needs to be taken and prompts them on when to take these actions. The pathway is unique to a student and based on student characteristics. So, for example, a Veteran student will be prompted about VA Benefits and directed to appropriate actions, but a non-VA student will not be.
- Students are led through a process for major selection. Students first take an inventory and provide information on their goals and priorities. This results in the student being placed into a meta-major category. After additional input, the student received a list of recommended majors specific to Cerro Coso that map to the meta-major. With each major, the student is given a key

information- number of units, time to completion, cost of completion, local employment and income data for jobs associated with the major, etc.

- Once the student has declared a major, the student is placed on the pathway for their program.
- In scheduling courses, students are given courses to select from on the college schedule based on the courses offered in the semester that fulfill requirements based on their pathway and information they have provided on their availability.
- Students are prompted on courses based on their placement information and directed to English and math in their first term.
- When the student deviates from the pathway, they are redirected and receive messages regarding recommended actions. Throughout the process, students receive time specific nudges and reminders about needed or recommended actions.
- Advisors have access to all of the student's pathway/platform information so that conversations with students can go deeper and be more specific.
- In addition to within the platform, students will be receiving proactive nudges and reminders about step and path completion.

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

Developing a process for gathering input from students to use to develop schedules based on student demand is something the college is beginning to grapple with. The college administers a Student Experience survey every other year to evaluate and gather input from students on learning and student support services. This spring, the Student Experience Survey will focus largely on gathering input on the scheduling of courses. Based on what on the input gathered in this large scale survey, the college will schedule follow-up student focus groups to investigate further. It has been mentioned repeatedly in this document, but gathering this information and then using it to inform scheduling is made more challenging in the context of the multiple, very distinct communities the college serves at its various locations. Additionally, the small rural nature of the college makes it particularly challenging to meet student needs with limited sections and small numbers of students for many capstone classes.

**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><b>8. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</b></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><b>X</b> 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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1. Please briefly explain why you selected this rating.

The college has many of these components in place, but as with other elements, is not at the degree of scale or level of consistency for Full Scale. In particular, the college has a number of implementations in-progress in this area that, when completed, will address scaling challenges.

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

The college has several examples of integrating learning and student support services into the classroom:

**Imbedded Librarian-** Students in all learning modalities are provided with direct and personalized support from the librarians, who join classes to help strengthen and nurture research and writing skills and to help students achieve digital and information literacy. The Embedded Librarians collaborate with teaching faculty to create research activities presented to classes and, in the online environment, they moderate forums in which they engage one-on-one with students. They optimize technology to provide access to specialized collections, databases, and learning resources.

**Class to Career-** The goal for this project is to help students explore career options and be proactive in developing their educational plans. In on-ground classes a counselor comes to class at three different points during the semester to give a 20-minute presentations on education planning and career exploration as it particularly relates to the class/program. For online classes, three video presentations are made available to students in the course. Following each video, there is a counselor-facilitated discussion in a forum where students can ask questions of an assigned counselor for up to a week. These forums are grouped by department giving students the opportunity to connect with other students within their departments and majors.

As described in answers above, the college is in the process of implementing a highly integrated student/faculty/staff platform that pulls together many of these elements, augments existing proactive communications and provides just in time information to students, advisors and faculty.

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

Scaling and participation are always challenges to Full Scale for student and learning supports. All of these efforts rely on both faculty and student participation and finding ways to encourage/compel usage and response.

**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><b>9. INTEGRATED TECHNOLOGY INFRASTRUCTURE</b></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"> <li>• Link student demand to scheduling</li> <li>• Ability for students to monitor schedule and progress (e.g., Degree Audit)</li> <li>• System for counselors and faculty to monitor students' progress</li> </ul>	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p><b>X</b> 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>



(e.g., Starfish, early alert system, etc.) <ul style="list-style-type: none"> <li>• Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other)</li> <li>• Others</li> </ul>				
<p>1. Please briefly explain why you selected this rating.</p> <p>As mentioned, the college has a number of technology tools in place, but is at the tail end of implanting and integrating some of the technology enhancements that will connect the information, services and actions for students and staff.</p> <p>2. Describe one or two accomplishments the college has achieved to date on this key element.</p> <p><b>Navigate</b></p> <ul style="list-style-type: none"> <li>• Students are prompted on courses based on their placement information and directed to English and math in their first term.</li> <li>• When the student deviates from the pathway, they are redirected and receive messages regarding recommended actions. Throughout the process, students receive time specific nudges and reminders about needed or recommended actions.</li> <li>• Advisors have access to all of the student’s pathway/platform information so that conversations with students can go deeper and be more specific.</li> <li>• In addition to within the platform, students will be receiving proactive nudges and reminders about step and path completion.</li> <li>• Integration with Banner and DegreeWorks provide real-time progress information for scheduling and planning</li> </ul> <p><b>Proactive Communication</b></p> <p>Currently, students are proactively contacted by different offices on campus when they seem to have encountered a barrier:</p> <ul style="list-style-type: none"> <li>• When they have started but not completed the application.</li> <li>• When they have applied, but not registered.</li> <li>• When they were enrolled in a previous term, but are not currently enrolled (and have not completed a program).</li> </ul>				

- When students still have SSSP Core Services to complete.
- When they have started but not completed a FAFSA
- When there are signs and indications of academic or progress challenges- early alert, all of the stages of probation, dismissal, warning and suspension for financial aid.

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

The college and district struggles with sufficient IT support for technology implementation efforts. To be effective, these tools need to be integrated with the college's SIS. This requires a more complex layer to the implementation. Additionally, these systems have to be regularly updated and maintained to ensure that the information and service provided to students is accurate, timely and sufficient to facilitate and enhance services.

The college has made progress on student demand scheduling and has developed the foundation for full-scale, but developing mechanisms and processes for developing schedules that are truly developed and driven by student demand represents a challenge the college has not fully determined how to address.

**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><b>10. STRATEGIC PROFESSIONAL DEVELOPMENT</b></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>✗ 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"> <li>• Using learning outcomes assessment results to support/improve teaching and learning.</li> <li>• Providing updated information across the college to enable faculty and</li> </ul>	<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"> <li>• Using learning outcomes assessment results to</li> </ul>

			<p>staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> <li>• Improvements in those college processes directly serving students.</li> <li>• Leadership capacity and stability for all areas on campus and the college as a whole.</li> <li>• Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.</li> </ul>	<p>support/improve teaching and learning</p> <ul style="list-style-type: none"> <li>• Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary.</li> <li>• Improvements in those college processes directly serving students.</li> <li>• Leadership capacity and stability for all areas on campus and the college as a whole.</li> <li>• Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.</li> <li>• Continued broad engagement in cross-functional decision-making.</li> <li>• Regular and consistent training on the use of technology to support</li> </ul>
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				<p>academic programs and student services.</p>
<p>1. Please briefly explain why you selected this rating.</p> <p>The college offers substantial and comprehensive professional development, but it is not as well-coordinated and pervasive as it could and should be. The college regularly offers professional development on the topics and areas described in this element, but not as systematically, frequently and strategically as would be expected for Scaling in Progress and, ultimately, Full Scale.</p> <p>2. Describe one or two accomplishments the college has achieved to date on this key element.</p> <p>The college's Annual Unit Plan process includes a component for communicating a unit's professional development efforts and needs. This information is aggregated into a yearly professional development plan for the institution.</p> <p>The college has engaged in substantial college-wide professional development efforts that have helped to change the culture of the institution through work with Achieving the Dream, the RP Group's Student Support Re-defined, and Diego Navarro's ACE program as just a few examples.</p> <p>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</p> <p>For the college it has been challenging to identify the right infrastructure to support systematic and well-coordinated professional development. There are pockets and areas of the college that have very effective professional development and the major professional development events are highly effective and valuable. Professional development has advanced the student achievement goals of the institution. Still, the effectiveness is somewhat stifled by the lack of coordination and valuable professional development training and opportunities are missed because of this lack of communication. The college is in the process of re-organizing the leadership and processes for identifying professional development needs and developing a college-wide professional development plan.</p>				

**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><b>11. ALIGNED LEARNING OUTCOMES</b></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><b>X</b> 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>

1. Please briefly explain why you selected this rating.

The college is almost to Full Scale on this element. The only gap that keeps the college from indicating that the college is at Full Scale is a regular and consistent tie between outcome assessment results and professional development.

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

A recent change is that at every presentation of a revised or updated course, the curriculum committee reviews not just the SLOs but the most recent assessment results for any necessary changes.

Within the last year, a brand new set of ILOs have been developed college wide and every program mapped to all ILOs by means of one or more course level SLOs. Additionally, the college has GELOs also mapped.

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

Every year the SLO committee evaluates common themes in outcomes assessment based on a review of the year's assessment results as captured in the Annual Unit Plans for all units during the annual integrated planning process. Up to this point there has been no systematic linkage to professional development activities. The committee will now be asked to use this assessment to make recommendations for professional development activities to be included in the schedule of professional development activities for the following year.

**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><b>12. ASSESSING AND DOCUMENTING LEARNING</b></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>○ 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><b>X</b> 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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1. Please briefly explain why you selected this rating.

The College has both a method of posting results of its PLO's and also specific sections in its program review documents where programs report out results of their PLO's, analyze gaps, and design improvements.

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

There is systematic and formal linkage among program review, SLO assessment, and annual integrated planning. Each program has a five-year schedule of SLO and PLO review leading into the writing of the program review. Program reviews contain specific sections that prompt analysis of assessment gaps and setting of goals for improvement, progress on which is tracked in yearly in Annual Unit Plans, part of integrated planning. In addition, Annual Unit Plans also reference SLO and PLO results from the previous year.

Once a program has completed a program review, it is presented to internal constituencies through academic senate and college council. Its PLO's are subsequently posted to the program's page on the college website. This ensures all assessment results are current and easily accessible to students and faculty.

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

One challenge to maintaining this Full-Scale adoption is that the PLO results posted to the website are still being done by hand by the vice president, which creates substantial limitations based on time availability. A more automated approach is called for perhaps through the new institutional research office.

**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><b>13. APPLIED LEARNING OPPORTUNITIES</b></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>○ 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>

1. Please briefly explain why you selected this rating.

The College has a few of these opportunities but predominantly in the places they are expected and required: clinical placements in LVN, EMT, CNA, medical assisting, human services, and child development programs.

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

Outside of these programs, the college also offers a variety of service learning contextualized experiences:

- Phi Theta Kappa officers are required to complete service learning hours and projects.
- Umoja and Promise Program students are required to participate in outreach to similar student populations and make presentations as part of program participation.
- Student ambassadors and Peer Mentors provide tours and information about their programs to prospective students and the community
- Student Athletes participate in a program called Coyotes in the classroom where they provide tutoring and mentorship to an elementary school classroom that they adopt in the community.
- All student employment has a developed job description with defined learning outcomes. Every attempt is made to place students in a position on campus that connects to the student's major.
- Honors Program students have the opportunity to participate in the UCI Research Conference, developing and presenting a research project that has been developed with a Honors Program faculty mentor.

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

Being a small rural school with distributed campuses makes additional opportunities in this area hard to develop and maintain.

Programs like these take a significant amount of effort, often for small numbers, and there is rarely the student population, faculty interest, faculty expertise, or faculty workload to maintain them semester after semester. However, the science department has planned an initiative starting next year (2018-19) to transition its honors seminars into internships and applied research.

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:

While there are a variety of areas where the college has assessed itself at Early Adoption, in a majority of areas, the college is at Scaling in Progress. Additionally, even of those areas that the college identified Early Adoption, substantial work has been completed and the college, in most cases, is well on the way to Scaling in Progress. Similarly, a number of elements identified as Scaling in Progress, the college is well on the way to Full Scale.

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:

a. Professional Development- IEPI has done a great job of significantly increasing the relevant professional development opportunities for the system. However, based on the rural and distributed nature of the college, it is often times challenging for the college to fully take advantage of these opportunities. The substantial time and resources for travel takes away from the college's opportunity both for full participation and in the work of the campus to fully implement the Guided Pathways elements. For some of our campuses, it is simply impossible for faculty and staff to participate because of the prohibitive travel. It would help significantly for more technology facilitated participation, especially for the one day trainings and workshops. It would additionally be helpful for a calendar of professional development to be made available further in advance so that in instances where the college would like to attend, there is sufficient time to calendar and arrange for sometimes substantial travel.

b.

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

Cerro Coso has been working with a number of initiatives and activities that all fall under a Guided Pathways strategy. With Achieving the Dream and the implementation of Navigate, the college embarked three years ago on an evaluation of the student experience, from first point of contact through to goal completion. One of the first steps in this process was a guided process mapping facilitated by the Educational Advisory Board, to find the gaps and barriers for students in getting started. This resulted in a number of practice and process changes and informed the development of the Navigate Platform.

The college implemented a pathway approach to all majors and programs several years ago. Through this process, the courses required to meet a program were mapped out on a semester by semester basis. The courses are arranged in a four-semester sequence so that students know in which order to take courses. This includes general education and English and math courses for degree programs. The college has committed to these pathways and has aligned the long term schedule accordingly. Students know which courses to take for their program and in which order to take them. In addition, because Cerro Coso has a high degree of complexity offering numerous programs at up to five different campus locations, combined pathways have been drafted to reflect the long-term schedules at all campuses offering those classes.

The pathways have been integrated into the Navigate platform. Navigate is an onboarding tool that streamlines the potentially confusing process of becoming a college student. Complete College America recognized EAB's Navigate as one of the inaugural recipients of the GPS Direct Seal of Approval, an award that recognizes software platforms that most align with the organization's Guided Pathways to Success (GPS) initiative. Once the student has applied, they are brought into the Navigate platform.

- The student is placed on a customized pathway that details each step that needs to be taken and prompts them on when to take these actions. The pathway is unique to a student and based on student characteristics. So, for example, a Veteran student will be prompted about VA Benefits and directed to appropriate actions, but a non-VA student will not be.
- Students are led through a process for major selection. Students first take an inventory and provide information on their goals and priorities. This results in the student being placed into a meta-major category. After additional input, the student received a list of recommended majors specific to Cerro Coso that map to the meta-major. With each major, the student is given key information- number of units, time to completion, cost of completion, local employment and income data for jobs associated with the major, etc.
- Once the student has declared a major, the student is placed on the pathway for their program.
- In scheduling courses, students are given courses to select from on the college schedule based on the courses offered in the semester that fulfill requirements based on their pathway and information they have provided on their availability.

- Students are prompted on courses based on their placement information and directed to English and math in their first term.
- When the student deviates from the pathway, they are redirected and receive messages regarding recommended actions. Throughout the process, students receive time specific nudges and reminders about needed or recommended actions.
- The college is in the process of developing an enhanced advisor dashboard where counselors/advisors will have access to all of the student's pathway/platform information so that appointments with students will be more guided and meaningful.
- In addition to messages within the platform, students will be receiving proactive nudges and reminders about step and path completion.

Students are proactively contacted when they seem to have encountered a barrier on their pathway. We often use other students (student workers, student ambassadors, and peer mentors) to assist in this process. Examples including contacting a student:

- When they have started but not completed the application
- When they have applied, but not registered
- When they were enrolled in a previous term, but are not currently enrolled (and have not completed a program)
- When students still have SSSP Core Services to complete

In addition to Navigate and the development of pathways, the college has begun embarking on other activities under the Guided Pathways umbrella. These include:

- Embedded learning supports in classes
- English and math writing labs
- Multiple Measure Assessment Project
- Instructional videos that address particularly challenging processes for students
- Get Focused, Stay Focused Career Choices Program

Though initially conceived as an onboarding tool, Navigate is continuing to be developed further to BE the student's pathway and as a prompting and nudging tool from orientation through to program completion. It will help keep the student on the pathway and assist them if they start to veer off the pathway based on individualized information. As an example, when a student has a semester below a 2.0, the student will be able to be contacted about tutoring, learning support, counseling, etc. The counseling office will be able to run reports of students at various milestones or with various characteristics to be able to easily reach out and communicate proactively with students.

The college has incorporated the principles and practices of the RP Group's Student Support Redefined in improving the student experience and guiding practice at all levels. This is something the college has been working on for several semesters and one of

the strategies and resources recommended through the pathways process. The college is tracking all of the key performance indicators associated with Guided Pathways already, and using the data in our annual planning and assessment cycles.

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?

Not to beat a dead horse, but Guided Pathways implementation at a college like ours is going to present different challenges and complication than for most, more traditional colleges. Our small size, many sites, distributed nature, large online program and 18,000 square mile geography adds layers of complexity on some of the already challenging implementation efforts. It is often hard for us to find models and best practices that are applicable to our college. The college understands that the training, professional development and program development has to be directed at the “most,” but it would be great if there were some workshops, events and trainings that were directed at the smaller, rural colleges in the system.

## 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.

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### 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](mailto:COGuidedPathways@cccco.edu)