

# BERKELEY CITY COLLEGE 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>○ 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)				

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

**1. Please briefly explain why you selected this rating.**

- The college is well versed at executing shared governance and ensures a variety of stakeholders and constituents are participating in decisions. This sets a solid foundation to begin to introduce cross-functional frameworks as a practice. Currently the inquiry is conducted within isolation of each division. A small group of faculty and administrators have attended several workshops on Guided Pathways and held small group dialogue on campus. The topic of Guided Pathways and practice of working cross-functionally has not been fully introduced campus and district-wide. Additionally, we are still developing processes on how to examine and discuss data on an ongoing basis as it relates to our Integrated Planning--Basic Skills, SSSP, Student equity, and Strong Workforce.

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

- The college has robust program review and student learning outcomes assessment processes in place in which data is examined annually.
- The college has gained some traction with exploring the idea of Cohorts (in our Learning Communities) and academic disciplines to address equity gaps and student success, but there hasn't been a college-wide effort toward planning and executing strategies within the context of Guided Pathways.

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

- The District's oversight and distribution of data inhibits the college from making timely and data informed decisions. Additionally, we are the beginning phase of using data to guide practice and coaching managers and staff to adapt processes to track and monitor metrics. We are at the early stages of this culture shift.
- Campus-wide discussion and action around Guided Pathways and how it can be implemented for student success is not yet consistent. It happens within programs and siloes.
- Research data about student success is not shared and strategies to improve student success aren't discussed widely (only within select committees). Full community participation does not happen.

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

**INQUIRY (1-3)**

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>2. 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>○ College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>○ College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

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

**1. Please briefly explain why you selected this rating.**

- The college has established benchmarks as outlined in our two-year Strategic Goals document (from the Educational Master Plan), which have recently been aligned with SSSP, Student Equity, Basic Skills, and Strong Workforce goals. We still need to establish clear benchmarks and target goals with activities identified.

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

- The college recently hired a Research Data Analyst, and there is consensus across departments that data integrity, analysis and data informed decision-making needs to become part of everyone's practice across the campus.
- The college has enlisted the Dean of Enrollment Services to coordinate an Enrollment Task force whose charge is to:
  - Begin to develop strategies and infrastructure;
  - Track and measure program specific activities;
  - Develop metrics in a strategic manner to be able to identify measurable impacts on recruitment, retention and matriculation margins.

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

- Metrics sharing, both internally and externally, is not yet consistent and wide spread. Qualitative and quantitative data tracking and gathering is not yet utilized for goal setting within the District and across the campus. We've begun collecting data, but the data is not comprehensive or specific enough to inform decisions or strategies.
- The integrity of the data along with the timeliness of resourcing the data in real time poses several challenges. The information systems are outdated and at times not operationally functional. Student data does not routinely include benchmarks or metrics that are applicable to academic support units such as the LRC, Library, EOPS, and other programs.

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

**INQUIRY (1-3)**

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>3. 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 Program (SSSP)</li> <li>• Basic Skills Initiative/Basic Skills Student Outcomes and Transformation</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>○ Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are</p>	<p>○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key</p>

<p>Program (BSI/BSSOT)</p> <ul style="list-style-type: none"> <li>• Equity Planning (Student Equity/SE)</li> <li>• Strong Workforce Program (SWF)</li> </ul>			<p>beginning to routinely inform and engage their constituents around integrated planning.</p>	<p>overarching strategies across the main college initiatives.</p> <p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>
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Please respond to the following items (500 word maximum per item)

**1. Please briefly explain why you selected this rating.**

- The college has embraced strong collaborative practices, and we are working together to develop integrated plans to share with faculty, staff and students specifically related to BSI, SE and SSSP. Benchmarks have been established and outlined in our two-year Strategic Goals embedded in the Educational Master Plan, which have recently been aligned with SSSP, Student Equity, Basic Skills, and Strong Workforce goals. The college recognizes the overlap of efforts towards the various state initiatives but is just beginning to realize how Guided Pathways is an overarching structure for all of them.

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

- Planning is coming together, particularly with the integration of Equity and SSSP and the transparency brought through the Educational Master Plan. Disciplines are still acutely focused on short-term outcomes, such as SLOs, and are initiating discussions on how to work across disciplines.

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

- It is unclear what resources will be needed or how to forecast for those resources in the years to come to support the work of Guided Pathways. Conversations are beginning to take shape within the various committees across campus. However, there is not yet a plan to incorporate training and structure for faculty and staff.
- Establishing clearer and more cohesive benchmarks and targeted goals with timelines is needed to integrate planning across the campus.

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



**DESIGN (4-8)**

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>4. 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>○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p>	<p>○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>

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

**1. Please briefly explain why you selected this rating.**

- We have not established a new shared governance committee that will inform and guide the Guided Pathways effort. We have, however, identified the existing Education Committee as the preliminary place to inform and do the work. A cross-functional team was assembled to attend the IEPI workshop, but not all major stakeholders were included. Students, classified staff, and additional faculty are needed. It is not clear what structure will be in place at the District level for communication, input and decisions regarding the Guided Pathways framework across the four colleges.

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

- A cross-functional team was assembled to attend the IEPI workshop. Some information was shared with some campus constituents such as the Department Chairs Council, Faculty Senate and Education Committee.

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

- A structure for formal share-out college-wide on Guided Pathways needs to be created. For example, a team went to the Guided Pathways workshop, but no formal share-out has happened college-wide. There is much confusion about what Guided Pathways is and how it would impact BCC.
- Workgroups must be inclusive of all key campus constituents. Non-instructional areas, such as the LRC, library, Wellness Center, etc. must be included, otherwise Guided Pathways will not be accepted here.

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

**DESIGN (4-8)**

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>5. 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.</p>	<p>○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p>

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

**1. Please briefly explain why you selected this rating.**

- BCC has been engaged with our USD partners: Oakland, Berkeley, Emeryville, and Albany for data sharing, development of promise pathways, dual enrollment, and articulation. With Strong Workforce, we are strengthening our industry partnerships. There is coordination between high school feeder districts and four-year institutions, but it is not strong or consistent across the college.

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

- PCCD math faculty and administrators participate in the Bridging the Gap initiative with OUSD, BUSD and CSU to increase the number of students entering college and university “college ready” in mathematics.
- BCC has offered Counseling courses (Coun 57) to help high school students to "get focused, stay focused" on the major of study.
- Local high schools send students to BCC for concurrent enrollment, and BCC also sends students to UC Berkeley, CSU East Bay and Mills College for cross enrollment.

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

- Given our current staffing and resources, it is a challenge to build strong industry partnerships that will be directly connected 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?**

**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. 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>○ Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p>○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p>	<p>○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.</p>

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

**1. Please briefly explain why you selected this rating.**

- The college has not yet implemented meta-majors/interest areas. We currently have a list of majors, and counseling faculty help students find pathways while discipline faculty help them explore possible careers and next steps. The Counseling department plans to offer more College Success Strategy (COUN 24) and Career Exploration courses (COUN 57) to help new incoming students to have career assessment to decide on major of study. Early student interactions with career exploration opportunities are still being developed and scaled to support the campus community. There is still a lot of room to grow in this area.

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

- Over the last few years, BCC has scaled a pre-statistics pathway to transfer level statistics. In Spring 2018, it will pilot a STEM math pathway course to pre-calculus and trigonometry. For the last 3 years, BCC has guided students along an accelerated social science/liberal arts math pathway to statistics.

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

- Additional staffing and other resources are needed for transfer and career center expansion.

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

**DESIGN (4-8)**

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>7. 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>○ 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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Please respond to the following items (500 word maximum per item)

**1. Please briefly explain why you selected this rating.**

- The college has scaled the use of high school performance for placement and shortened the developmental sequence in English and Statistics; the college is piloting a model of co-requisite remediation in English and a shorter developmental sequence to pre-calculus and trigonometry. Math pathways that align with students' field of study (pre-statistics and pre-BSTEM) will be offered in Spring 2018.

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

- The number of students completing transfer-level courses in English and math during their first year has increased, as documented in our last accreditation report and in our Student Success Scorecard.

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

- It may be a challenge to ensure that the shift to the use of embedded tutoring does not decrease students' access to instructional support.

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



**DESIGN (4-8)**

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>8. 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 and/or student outcomes in mind (including time-to-goal</p>	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>

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

**1. Please briefly explain why you selected this rating.**

- We are in the process of doing the work to adjust our class schedule and degree completion pathways. Mapping out courses more than a semester forward is difficult because we schedule to meet the needs of different groups of students. For example, university and feeder high school students are interested in taking individual courses to get ahead or stay on track in their studies.
- Only a few departments are actively engaged in this work. For example, course sequences are available for STEM, and Language (ASL and Spanish) majors. For non-STEM, some programs have a recommended sequence.
- Cross-disciplinary teams and course mapping seem most prevalent in CTE programs, but students still get lost in understanding their course trajectory.

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

- Course sequences are available for STEM and Language (ASL and Spanish) majors.

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

- We need to increase CTE programs with more input and collaboration with CBOs.
- Courses sequences are created in siloes. Course offerings and clustering of courses within a major can be better packaged for students.
- Automated software for schedule planning and degree auditing is still in the works.

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

**IMPLEMENTATION (9-14)**

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>9. 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>○ Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>	<p>○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		
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Please respond to the following items (500 word maximum per item)

**1. Please briefly explain why you selected this rating.**

- This work is under development through our Educational Committee, which brings together Instruction and Student Services for integrated planning and budgeting. There are conversations about increased coordination between student services, instruction, and counseling, but this is not in place yet.

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

- BCC has implemented the faculty advising model, and it is consistently reviewed and refined.
- The counseling department has department liaisons to communicate with departments and share updates.
- BCC will pilot the Early Alert System, using Starfish.

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

- There is a clear separation between Instruction and Student Services. We need to strive for better collaboration and communication.
- We do not serve our weekend, night time and online students well with respect to "wrap around" services (counseling, library, computer labs, health access, etc.).
- Although some conversations are taking place, there are very few metrics and tools to assess the impact of support and counseling services on students and various departments use different ways of gathering data.

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

**IMPLEMENTATION (9-14)**

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>10. 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 (e.g., Starfish, early</li> </ul>	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>○ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

alert system, etc.) <ul style="list-style-type: none"> <li>• Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other)</li> <li>• Others</li> </ul>				
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> <li> <p><b>1. Please briefly explain why you selected this rating.</b></p> <ul style="list-style-type: none"> <li>• Course offerings and schedules are not consistently meeting student demand. Being a college within a distributed branch campus matrix organization creates nuanced challenges that will need to be addressed to achieve the elements of Guided Pathways.</li> </ul> </li> <li> <p><b>2. Describe one or two accomplishments the college has achieved to date on this key element.</b></p> <ul style="list-style-type: none"> <li>• The college has made several strides to work around some of the challenges that our limited technology poses. We have implemented a faculty advising model. The Counseling department has department liaisons to communicate with departments to ensure transparent communication. The college is eager to adapt modern business tools and is actively piloting early alert systems like Mongoose and Starfish.</li> <li>• The college has implemented a Website Task Force, which is a working group to revise the website to provide students access to information online and through their mobile devices.</li> <li>• The Counseling Department has helped students develop electronic Student Education Plans. This will allow the Office of Instruction to run a query to see how many students are scheduled for a certain course. However, this function is not available in the current version of the Student Information System (SIS), PeopleSoft. We anticipate it will be functional once the SIS system is upgraded by the District.</li> </ul> </li> <li> <p><b>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</b></p> <ul style="list-style-type: none"> <li>• Our Information technology is outdated which forces most activities to be conducted manually like timesheets, payroll, paying a bill and common business transactions for the entire campus community. Most of these transactions are paper driven which is</li> </ul> </li> </ol>				

uniformly out of touch with standard business practices. As a result, students must wait in line to conduct basic transactions which could be done remotely with upgraded systems.

- We do not have a fully automated degree audit. Our SIS has not been routinely upgraded in alignment with annual standard upgrades. As a result, we are not able to access data and function efficiently to support the students in the manner we would like.
4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**



**IMPLEMENTATION (9-14)**

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>11. 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 support/improve</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>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 academic programs and student services.</li> </ul>
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Please respond to the following items (500 word maximum per item)

**1. Please briefly explain why you selected this rating.**

- The college is deeply committed to professional development, but this needs to expand beyond faculty and administrators. Moreover, faculty are not required to participate in these sessions, so it's not necessarily effective.
- Professional development in areas that align with college and district goals is available, but more opportunities are needed to have discussions with faculty, staff and administrators in a group setting to allow for sharing of data and connection of data.

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

- The College has a Teaching and Learning Center that offers professional learning across the disciplines and funded projects identify and report out on learning outcomes.
- The College has a professional development committee with constituency representation, and there is a coordinated effort between professional development at the college and district level.

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

- Professional development is available, but it is not clearly tied to district or institutional strategic goals.
- Professional Development needs from program reviews are not looked at holistically by administration or the Professional Development committee.

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

**IMPLEMENTATION (9-14)**

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>12. 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>○ 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 descriptor fits us well. We have been working on meaningful assessments for several years now and have aligned our Teaching and Learning Center/PD to this work. SLO's PLO's, and ILO's are reviewed and revised for some outcomes but are not necessarily consistently linked to professional development. They are linked to changes in course and program content, but again, not necessarily in a consistent manner.

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

- The college has adopted a three-year cycle for program review. All courses, program, and institutional level learning outcomes are reviewed during the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> term within the 6-term cycle for program review. The schedule for review is determined during term 1 of the 6-term cycle. As part of our process, all course, program and institutional definitions for student learning are updated, as needed, based on the data collected from the review process. Depending on the level of review, the data is used accordingly. Course and program level are reviewed, and the data used by the department faculty. Institutional level SLOs are reviewed and the data used by the college, Planning for Institutional Effectiveness (PIE) committee. Often this data lead to Focused Inquiry Groups(FIGs) or Action Plan Projects for Learning Excellence (APPLEs) which will lead to updates to curriculum changes at the course and program level.

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

- SLOs, PLOs, and ILOs are routinely revised and reviewed, but isn't meaningful across the college.
- Learning outcomes exist but are not aligned with each other and occur in small siloes. The assessment loop is not closed because results and changes to courses and programs are not shared widely.

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

**IMPLEMENTATION (9-14)**

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>13. 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>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

in their programs.				
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Please respond to the following items (500 word maximum per item)

- 1. Please briefly explain why you selected this rating.**
  - Learning outcomes are being measured informally across the campus community. There is room for improvement to examine, monitor and assess the learning outcomes.
- 2. Describe one or two accomplishments the college has achieved to date on this key element.**
  - Learning outcomes are posted on website and syllabi.
- 3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
  - We have been tracking SLOs for some time but are behind in entry and recording along with knowing the changes being made across departments.
  - The connection of utilizing student learning outcome data to enhance instruction has not been implemented as a practice.
- 4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

**IMPLEMENTATION (9-14)**

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>14. 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>

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

**1. Please briefly explain why you selected this rating.**

- Only a few programs systematically include applied contextualized learning opportunities.



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

- There are departments that offer internships: MMArt, Biotechnology, Business, ASL, and Health and Human Services. There are also cooperative education courses available as well.

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

- This doesn't seem to be encouraged or made easy for faculty and students to coordinate. Applied learning often invokes incurred costs for travel, resources and contracts. This work and the resources for it have not yet been clearly determined in the scope of Guided Pathways and our current programming.

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

ADDITIONAL QUESTIONS (500 word maximum per item)

**1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?**

- Pre-Adoption
- ✓ Early Adoption
- Scaling in Progress
- Full Scale

**Please briefly explain why you selected this rating:**

- BCC students, faculty, staff, and administrators work to foster a culture of innovation to increase student success. The key elements of Guided Pathways are not new to us, but we are at the beginning stages of implementation. While most key elements are in place, they occur in siloes, are inconsistent across the college, are not done systematically or are not scaled. In many cases, we do not currently have IT systems in place that easily and regularly provide students, faculty, staff and administrators access to the data and information needed.

**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:**

- Tools and templates for use in collecting and presenting student data and experience to engage faculty, staff and administrators in scrutinizing current practices.
- Examples of effective communication plans for the vision and goals that arise from this broad engagement.
- Tools and templates and examples of effective processes for creating program maps and plans for redesign of intake system and advising.
- Detailed plan of implementation of upgrades of student information system from District IT that can be aligned with our 5-yr. plan for implementing Guided Pathways

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

- 4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?**

**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

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**Guided Pathways Award Program Self-Assessment Signature Page**

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

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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)**