GUIDED PATHWAYS SELF-ASSESSMENT TOOL:
Cuyamaca College

Self-Assessment Outline

Key Element		Scale of Adoption			
		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		▨		
	2. Shared Metrics			▨	
	3. Integrated Planning		▨		
Design	4. Inclusive Decision-Making Structures		▨		
	5. Intersegmental Alignment		▨		
	6. Guided Major and Career Exploration Opportunities		▨		
	7. Improved Basic Skills				▨
	8. Clear Program Requirements		▨		
Implementation	9. Proactive and Integrated Academic and Student Supports		▨		
	10. Integrated Technology Infrastructure	▨			
	11. Strategic Professional Development		▨		
	12. Aligned Learning Outcomes		▨		
	13. Assessing and Documenting Learning		▨		
	14. Applied Learning Opportunities			▨	
Overall Self-Assessment			▨		

Self-Assessment Items

<table>
<tr><td colspan="5">INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.</td></tr>
<tr><td rowspan="2">KEY ELEMENT</td><td colspan="4" align="center">SCALE OF ADOPTION</td></tr>
<tr><td>Pre-Adoption</td><td>Early Adoption</td><td>Scaling in Progress</td><td>Full Scale</td></tr>
<tr>
<td>1. CROSS-FUNCTIONAL INQUIRY

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.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</td>
<td>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</td>
<td>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.

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.</td>
<td>○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.

Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).

Guided pathways are consistently a topic of discussion.</td>
<td>○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.

Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.

Research on student success and equity are systematically included and focused on closing the equity gap(s).

Guided Pathways are consistently a topic of discussion.</td>
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Cuyamaca College is in the *Early Adoption* phase of *Cross-Functional Inquiry* due largely to its current progress in building a culture of inquiry. Some committees and work groups, which include representatives from various campus stakeholder groups, engage in robust

discussions of data; however, other committees rarely discuss data and use it for action planning. The campus has not yet convened other, non-committee, cross-functional teams. Many departments have examined research including disaggregated course data for program review, curriculum redesign, and improvement in practice but more must be done across all disciplines.

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

The Institutional Effectiveness, Success, and Equity (IESE) Office has been in existence on campus for just one year, but in that year, the office has collaborated with campus faculty, staff, and administrators to build information capacity, improve access to program and college-wide student achievement data (including disaggregated data), and facilitate discussions of data among cross-functional teams (currently in the form of committees and work groups). Data related to guided pathways and student momentum points have been presented to the Governing Board, the Institutional Effectiveness Committee, and College Council. Additional discussion and analysis of guided pathways-related data, framework, and approach is needed and will be incorporated into the College's governance group work through the reframing of the governance structures and processes. Furthermore, Cuyamaca was selected as one of the California Guided Pathways Project colleges and is incorporating pathways momentum points and other indicators into the College's key performance indicator framework and CCCCO Integrated Plan evaluation.

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

Anticipated challenges in the development and implementation of cross-functional inquiry include the current research and information capacity of the IESE Office. At present, there is only one full-time institutional research analyst in the office, and while there are efforts to most efficiently utilize the research analyst's time, this represents a significant limitation in bandwidth. In addition, the College's current limited awareness of the pathways framework, approach, and data represent an additional challenge to successful implementation of cross-functional inquiry. This issue will be addressed as the pathways leadership team makes the case and engages campus stakeholders in exploration of the pathways framework. We also need to pursue a communication strategy that brings in all members of the college campus, particularly part time faculty and student services.

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**
2. SHARED METRICS College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	○ 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.	○ Key benchmarks and progress on student data are used. They are beginning to be aligned across initiatives.	College has defined metrics that are shared across its different initiatives. But, student data are not systematically or regularly tracked to inform progress across initiatives. Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.	○ College uses shared metrics across the different initiatives to understand how student success has improved. College regularly revises and revisits college plans in response to those findings. Data for all metrics are disaggregated. Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students. Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.

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

1. Please briefly explain why you selected this rating.

Cuyamaca College is at the *Scaling in Progress* level in the *Shared Metrics* area due in large part to its significant progress in identifying key performance indicators for the College's strategic plan that also represent loss and momentum points for our students. The College regularly evaluates its key performance indicator data each spring; however, this is a relatively recent practice. Data are disaggregated for most performance indicators and are examined by the Student Success and Equity Committee, but these conversations could be more robust and should be examined in other committees, departments, and work groups across the College to ensure broad awareness and understanding of our performance as a college. Additionally, while progress tracking is occurring through the program review and planning process, particularly in CTE programs, it is not systematic across departments.

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

In spring 2017, the College established an annual planning and evaluation retreat, facilitated by the Institutional Effectiveness Committee, to create a space for college-wide dialog regarding progress on key performance indicators linked to our strategic goals. The retreat will take place annually and includes faculty, staff, administrators, and students as participants in the dialog on our performance in key areas such as course success, persistence, throughput, and completion, in the context of established standards and targets for performance. Additional guided pathways indicators are being incorporated into the College's key performance indicators this year.

The Student Success and Equity Committee reviewed disaggregated data in fall 2017 during the preparation of the CCCCO Integrated Plan. This represented a significant step in establishing regular intervals for examining disaggregated data at the College level. More work must take place in this area to truly advance a culture of equity mindedness across the College to ensure that there is space and time dedicated to examining equity in our student outcomes on a regular basis and that these discussions are happening across the College.

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

Anticipated challenges in this area include potential confusion among practitioners with the various key performance indicators that are linked to different accountability and accreditation reporting requirements. At present there are indicators for the Student Success Scorecard, guided pathways metrics and indicators, ACCJC annual report indicators, IEPI indicators, and internal key performance indicators that go above and beyond those linked to these accountability frameworks.

Another anticipated challenge is the engagement of campus practitioners in these important data discussions, particularly faculty, given the relatively high percentage of part-time faculty in place at the College. The College will take steps to incorporate additional opportunities and outreach to part-time faculty, as well as classified staff, who often do not have the opportunity to engage in these discussions due to scheduling and/or workload challenges. Achieving this will represent a significant culture shift such that all

departments across the College (instruction, student services, and administrative services) access, analyze, and use meaningful data for program and service improvement.

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**
3. INTEGRATED PLANNING 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): ● Student Success and Support Program (SSSP) ● Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT) ● Equity Planning (Student Equity/SE)	○ College is currently not integrating or planning to integrate planning in the next few months.	Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	○ Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are beginning to routinely inform and engage their constituents around integrated planning.	○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions. 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. Integrated plans and over-arching strategic goals drive

				program improvement, resource allocation, as well as professional development using a Guided Pathways framework. College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.
● Strong Workforce Program (SWF)				

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

1. Please briefly explain why you selected this rating.

Cuyamaca College is at the *Early Adoption* level of *Integrated Planning* in large part because it has already codified its commitment to guided student pathways as a strategic priority in its 2016-2022 strategic plan. The strategic plan guides all planning and resource allocation at the College. The College's governance processes are currently being assessed and redesigned to more effectively and efficiently facilitate transparent and integrated planning, decision-making, and resource allocation processes. The College's grants, such as Title V, Title III, BSSOT, and the Integrated Plan also rely on the pathways framework. That said, additional stakeholder (e.g., faculty and staff) engagement is needed.

2. Describe one or two accomplishments the college has achieved to date on this key element.
In 2017, the College revised its program review templates and processes to align program review (unit-level planning) processes and timelines across all areas (instruction, student services, and administrative areas) with the College's new strategic goals, of which guided student pathways is one. The integrated planning process is also under revision, as are the structures associated with program review, with the intent to create more streamlined, efficient, transparent, and effective planning and decision-making processes. More intentional incorporation of pathways work at all levels will be incorporated into future program review discussions and processes.

Another significant achievement in this area is the development of the College's CCCCO Integrated Plan, which leveraged existing pathways performance indicators as Integrated Plan goals to ensure connection to the College's strategic plan and pathways work. The guided pathways framework was used as the overarching theme and "connective tissue" across the Integrated Plan goals and activities as well as for several other grants and projects. An overview of the guided pathways framework was presented at fall 2017 convocation and additional presentations have taken place in various committees; however, it will be important to communicate this information to the broader campus and to those not engaged in committee work as we move forward.

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

Given the College's complex governance structures related to program review (currently four separate program review committees), communication across structures, integration, and revisions to the program review process may take more time and may result in challenges to moving toward a more efficient structure centered on guided pathways. There has been movement toward creating a single program review committee or two program review committees with more intentional integration with College-wide planning and resource allocation processes. However, progress has been slow. More integration of processes, communication with the campus community, and collaboration within departments is needed to advance our pathways work and will be addressed moving forward. As a college, we will need to translate the pathways work to program and department levels and organize the work in such a way as it helps all practitioners understand their roles in this large-scale change to improve student completion.

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**
4. INCLUSIVE DECISION-MAKING STRUCTURES College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. 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. In addition, this plan strategically engages college governance bodies college-wide.	○ College currently has not organized or is planning to organize cross-functional teams or shared governance committees that will inform and guide the Guided Pathways effort.	Workgroups or teams have been created, but they are *not* 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.	○ 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.	○ 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). Cross-functional teams are in communication and collaboration with college governance bodies.

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

1. Please briefly explain why you selected this rating.

Cuyamaca is currently in the *Early Adoption* phase of *Inclusive Decision-Making Structures* largely because it has convened a Pathways Work Group, which includes representatives from different constituent groups, to guide the College's pathways work. However, this group's purpose and role is still being fleshed out and its potential has not yet fully been realized. Additionally, the College is exploring the potential of design teams but has not yet convened teams to take on specific aspects of the pathways work.

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

The Pathways Work Group has been established and is well-positioned to guide the pathways work across the College. Initially, the Student Success and Equity Committee provided input on the development of the California Guided Pathways Project application and self-assessment because no other formal body existed to guide this work. Since that time, the Guided Pathways Work Group began meeting in summer 2017 to discuss the California Guided Pathways Project work and provide input on the homework for each of the project institutes. A subgroup of this work group has attended the two California Guided Pathways Project institutes to date, and the group includes representatives from the College's various constituent groups.

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

Communication has been the biggest challenge to date with the Pathways Work Group. While the work group includes upwards of 20 members representing each major constituent and stakeholder group on campus, the group's role and purpose is not yet clearly defined. In addition, a web presence for the group was only recently established, and communication regarding California Guided Pathways Project work plans has been hurried and not as robust as it could be, in part due to the very quick turn-around for homework and timeline for the California Guided Pathways Project institutes. In addition, there is potential for confusion among the Pathways Work Group members due to the various planning templates, frameworks, assessments, and work plan requirements that are part of the California Guided Pathways Project and CCCCO Guided Pathways.

The College's governance structure, as it currently stands, includes a large number of committees and a significant amount of redundancy in process. This represents a substantial challenge. Moving forward, the College is exploring ways in which it may streamline and clarify its decision-making structures and processes to better facilitate its guided pathways work. The College will also need to explore other, non-committee (work group or task force), structures for completing the redesign required for guided pathways implementation.

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**
5. INTERSEGMENTAL ALIGNMENT *(Clarify the Path)* College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	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.	○ 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.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

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

1. Please briefly explain why you selected this rating.
The College is currently in the *Early Adoption* phase of *Intersegmental Alignment*. College faculty and administrators have been regularly engaged in dialog and planning with our feeder high school district around curriculum alignment and transition to college support services. These efforts are coordinated and facilitated by the District and College leadership teams. The Grossmont-Cuyamaca

Community College District (GCCCD) has worked closely with regional CSUs and UCs for a number of years. For the local feeder high schools, outreach and matriculation services are provided on-site to high school students, and the East County Educational Alliance (ECEA) serves as a vehicle for coordination between the Grossmont Unified High School District and GCCCD.

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

The College has articulated courses with those feeder high schools in math and English, and conversations are ongoing between feeder high school district faculty and college faculty in math, English, ESL, CTE programs and counseling. CTE programs have established advisory committees to inform their course and program curricula and ensure that programs are aligned between the Grossmont Unified High School District.

For transfer, Cuyamaca College discipline faculty collaborate with their 4-year institution counterparts to ensure alignment of Cuyamaca programs with transfer institution programs.

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

The school district in the College's service area has 12 high schools that vary widely in their readiness to engage with intersegmental alignment. This may present challenges in moving forward on the important work of building intersegmental pathways.

In addition, a significant amount of work has been accomplished in building K-12 to community college pathways by the ECEA. The ECEA has also led the development of the Higher Edge Promise program; however, this program was largely developed before the enactment of AB 19, which has implications for many aspects of the promise program. Several adjustments to the Higher Edge program will be needed to ensure alignment with AB 19 and reduce or prevent potential confusion among students and parents.

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
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES *(Help Students Choose and Enter a Pathway)* College has structures in place to scale major and career exploration early on in a student's college experience.	○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	Discussions are happening about ways to cluster programs of study into broad interest areas.	○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies. College has not yet implemented meta-majors/interest areas. College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.
Please respond to the following items (500 word maximum per item)				

1. Please briefly explain why you selected this rating.

Cuyamaca College is in the *Early Adoption* phase of adopting *Guided Major and Career Exploration Opportunities* largely because career exploration is occurring in some programs but is not systematic or pervasive throughout the College. All degree and certificate programs have been grouped into nine meta majors, but the College is still in the early stages of building curriculum and support structures around each group of programs. Furthermore, career exploration and other career-related services are currently very limited.

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

The Science and Engineering department has used its Title III HSI STEM grant to pilot a meta major program that includes a summer boot camp, STEM-designated counselors, on-site advising services, and a STEM foundation/gateway course to assist students in identifying a specific program of study. The grant also offers career exploration and field trips to regional industry employers and transfer institutions and has prepared degree maps for STEM programs.

As noted above, programs of study have been grouped into meta-majors and documented in the college catalog, but a marketing campaign has not yet been launched and the College is still deciding what to call the meta-majors and how to convey the information about them to students.

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

The structure of our academic programs is currently based on individual disciplines, and moving to a structure based on clusters of programs or meta majors will require us to rethink our organization and to possibly realign our resources. It will be a paradigm shift for instructional faculty to orient their thinking to meta-majors rather than specific degree and certificate programs. In addition, additional student feedback regarding the meta-majors is needed and will be important to the design moving forward.

There are far-reaching implications of moving to a meta-majors model, ranging from a complete redesign of the college catalog and change to the College's website to on-boarding, advising, and outreach services. This work will require broad participation and engagement across the institution and will take a significant amount of time and effort. This will be a challenge considering the limited number of full-time faculty at the College; however, the College is committed to successful implementation and will work to continuously improve the results of these efforts to support student success and improve student completion.

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**
7. IMPROVED BASIC SKILLS *(Help Students Choose and Enter a Pathway; Ensure Students are Learning)* 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: • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental sequence • Curricular innovations including creation of math pathways to align with students' field of study.	○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	○ 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.	○ College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.	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.

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

1. Please briefly explain why you selected this rating.

Cuyamaca College is at *Full Scale* level of implementation of *Improved Basic Skills* instruction. The math program went to full scale with multiple measures, math pathways for each meta-majors, and the concurrent-enrollment support model in fall 2016. The English program began implementing the concurrent-enrollment support model in fall 2016 but in a more limited capacity; the English program has since expanded its concurrent-enrollment support offerings to facilitate successful completion of transfer-level English for more students in their first year. In addition, the English department recently voted to adopt multiple measures placement for fall 2018 students. The ESL program redesigned its courses to allow for students to move through the sequence at an accelerated rate if appropriate and is developing a multiple measures assessment approach. The goal of all of these efforts is to help new students complete college level math and English classes in their first year and ultimately complete their programs of study.

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

The number of students successfully completing transfer-level math in their first semester tripled from fall 2014 to fall 2016. In addition, while just 10% of students who began in developmental math courses completed transfer-level math within two years, 67% of the fall 2016 math student cohort successfully completed transfer math in their first year. This is a significant achievement in helping students move through this momentum point enroute to program completion.

Promising results have also been achieved for the English department, with increases in the number of students successfully completing transfer-level English in their first year.

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

The College has a substantial ESL population that has struggled with some of the new accelerated course sequences and active learning andragogy of the math program. The ESL, English, and math departments are actively engaged in efforts to improve the experiences of ESL students and facilitate their success.

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

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

1. Please briefly explain why you selected this rating.

Cuyamaca College is at the *Early Adoption* stage for providing *Clear Program Requirements*. We have developed recommended course sequences for most of our ADTs and several of our CTE programs, but are still working on creating a standard format for our degree maps and providing GE elective recommendations. In addition, greater collaboration with student services areas in creating the maps is needed as we move forward. Additional work is underway to examine course scheduling in light of pathways to completion and to clarify pathways to careers.

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

Significant progress has been made in several of the College's CTE programs. For example, in the automotive technology specialty programs, Ford ASSET and ASEP, students are provided with structured course plans with a clear pathway for completion. The Title III HSI STEM grant has also produced STEM pathways, with the emphasis on biology and chemistry academic maps in the first year of the grant, with additional programs targeted for future years and all pathways including counseling support, career exploration, and recognized program milestones and momentum points. Much of this work is happening at the program level, so additional college-wide coordination is needed.

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

Once the pathways/degree maps are in place, it will be a challenge to use program enrollment data to develop a class schedule that facilitates student completion. Additional integration of student education plans and enrollment management will be needed, and technology support for student education planning and progress tracking would greatly facilitate this work.

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
9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS *(Help Students Stay on the Path)* 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.	○ College is currently not implementing or planning to implement proactive and integrated student supports.	The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. 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. There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve	○ Collaboration between the instructional and support services occurs in specific programs. 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. 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.	○ 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. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. 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.

		coordination and support services.		

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

1. Please briefly explain why you selected this rating.

Cuyamaca College is at the *Early Adoption* stage for *Proactive and Integrated Student Support*. The student services and instructional units have identified the need to provide integrated student support and are in the discussion and planning phase. We have developed several cohort programs that will provide a model for scaling up better support for all students, but more college-wide coordination is needed. That said, technology resources will play a significant role in tracking student progress and are currently very limited. The College also has some significant work ahead in integration of academic and student support services.

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

The College has had a First Year Experience (FYE) program for several years, and now has a Title V HSI grant to scale up its FYE program and expand services to students. The grant includes a peer mentoring component and a number of engagement activities throughout the first and second year.

In addition, the Title III HSI STEM grant is currently piloting models for integrated support, counseling, and academic advising. The achievements and lessons learned from this grant will be incorporated into the college-wide pathway implementation efforts.

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

Our systems are currently designed for centralized and siloed instructional and student support services. It will require intentional efforts over time to integrate our support services. College practitioners will need to see their work in the larger framework of guided student pathways and as a part of a whole team in support of student success and completion, regardless of department or functional area. These efforts will also require the leveraging of technology, such as early alert or education planning software, to bring instructional and student services areas together.

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**
10. INTEGRATED TECHNOLOGY INFRASTRUCTURE *(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)* 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: ● Link student demand to scheduling ● Ability for students to monitor schedule and progress (e.g., Degree Audit) ● System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.)	College currently does not have or plan to build an integrated technology infrastructure.	○ 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.	○ 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.	○ 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. 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.

• Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others			

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

1. Please briefly explain why you selected this rating.

The College is at the *Pre-Adoption* stage for *Integrated Technology Infrastructure*. We currently do not have the systems in place to identify academic program student cohorts or track students' progress through their pathway. We also do not currently have an educational planning software product that allows us to search or sort student records by fields. The College and District have plans in place to purchase education planning software that integrates with our student information system. The College and District also plan to upgrade the student information system to better meet the needs of students and improve mobile access to online services.

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

The College and the District went through a business process analysis to revise and streamline our process for approving and implementing new technology. The College and the District have identified the need to acquire and implement an educational planning software product. The District is in the process of upgrading its student information and registration system to improve system integration and provide the technological infrastructure to support education planning and student progress assessment.

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

The process for selecting, purchasing, and implementing enterprise software systems in any institution, and particularly in a multi-college district setting, is complex and time-consuming. Progress is dependent on the timeline for the student information system upgrades and technology office bandwidth.

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**
11. STRATEGIC PROFESSIONAL DEVELOPMENT *(Help Students Stay on the Path; Ensure Students are Learning)* 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.	○ 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.	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.	○ Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: ● Using learning outcomes assessment results to support/improve teaching and learning. ● Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary.	○ 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. Strategic professional development includes systematic, frequent and strategic attention to: ● Using learning outcomes assessment results to support/improve teaching and learning ● Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports

			- Improvements in those college processes directly serving students. - Leadership capacity and stability for all areas on campus and the college as a whole. - Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.	- and services as necessary. - Improvements in those college processes. directly serving students. - Leadership capacity and stability for all areas on campus and the college as a whole. - Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. - Continued broad engagement in cross-functional decision-making. - Regular and consistent training on the use of technology to support academic programs and student services.

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

5. Please briefly explain why you selected this rating.

Cuyamaca College is at the *Early Adoption* stage for *Strategic Professional Development*. While some of our professional development activities are aligned with the College's strategic goals, there is not yet a systematic plan to map all of our activities to our strategic goals. In addition, our professional development activities are not driven by outcomes data at this time. However, the College is working on creating a more cohesive, strategic goal-based professional development agenda to ensure this.

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

The College now has funded a full-time Professional Development Coordinator, who has worked with both the Institutional Effectiveness, Success, and Equity office and the Guided Pathways Workgroup to align our professional development activities with the Guided Pathways initiative. The College has begun offering workshops related to the equity focus of pathways, such as growth mindset, cultural competence, and equity mindedness.

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

Finding the resources to bring in trainers and presenters from outside of the College will be one challenge. A second challenge will be implementing professional development in a manner that reaches the part-time instructors and counselors who comprise the majority of our faculty. The College will need to leverage communication, optimum scheduling, and perhaps incentives aimed at improving participation among these groups.

8. 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.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
12. ALIGNED LEARNING OUTCOMES *(Ensure Students are Learning)* 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.	○ College is currently not aligning or planning to align learning outcomes.	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. Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.	○ 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. Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.	○ 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. Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

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

1. Please briefly explain why you selected this rating.

Cuyamaca College is at the *Early Adoption* stage of *Aligned Learning Outcomes*. All programs have identified learning outcomes at both the course and the program level, and the College has institutional learning outcomes, which were last revised in 2016. Outcomes at every level are systematically reviewed and assessed, but those assessment results are not linked to professional development planning at this time, with the exception of overall professional development targeting meaningful learning outcome assessment.

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

The Institutional Effectiveness, Success, and Equity office was created in Fall 2016, and has improved the College's tracking of outcomes assessment and dialog for improvement. The College recently developed an Innovation and Effectiveness Plan with the guidance of an IEPI Partnership Resource Team (PRT), which includes learning outcome assessment as an area of focus. Since the College began implementing the plan in August 2017, an Institutional Effectiveness Specialist has been hired to manage the TracDat accountability management system and, in collaboration with the SLO Coordinator, provide training and support for outcome assessment across the College. The meta-analysis of learning outcome assessment results is ongoing and will inform professional development activities around outcome assessment in spring 2018.

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

Some faculty have yet to move from a compliance mindset regarding outcomes assessment to a more fully invested participation in outcomes assessment as a means to improving learning as well as our services to students. Furthermore, engaging adjunct faculty in outcome assessment has been challenging due to scheduling constraints and resource limitations. The College aims to weave together its pathways work focused on core competencies that are of value for career and transfer as a way to move work forward on both pathway development and meaningful assessment of student learning. More opportunities for departments and programs to share their assessment findings and best practices/improvements are needed.

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

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
13. ASSESSING AND DOCUMENTING LEARNING *(Ensure Students are Learning)* The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.	○ College is currently not assessing and documenting or planning to assess and document individual student's learning.	Attainment of learning outcomes are not consistently tracked or made available to students and faculty. Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. Most programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. All programs examine and use learning outcomes results to improve the effectiveness of instruction.

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

1. Please briefly explain why you selected this rating.

Cuyamaca College is at the *Early Adoption* stage of *Assessing and Documenting Learning*. Course and program SLOs are assessed and the resulting data are housed in TracDat. Many programs use SLO data as a starting point for dialog about how to improve the effectiveness of the instruction, but this is not systematic across the College. Some programs have struggled in finding meaning in the formal SLO assessment and documentation process, so the SLO Coordinator is creating proactive outreach and coaching opportunities for program chairs and coordinators to help every program maximize the usefulness of their assessments.

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

As mentioned above, the Institutional Effectiveness, Success, and Equity office was created in Fall 2016, and has improved the College's tracking of outcomes assessment and dialog for improvement. Historical assessment data has been entered into the College's accountability management system and faculty receive support from the SLO Coordinator and Institutional Effectiveness Specialist. A new SLO assessment guide and resources are currently under development and the SLO Coordinator is seeking opportunities to embed additional SLO review into the established curriculum process to ensure programs are focusing on skill-based outcomes rather than course objectives in their assessments. Through the IEPI PRT process and Innovation and Effectiveness Plan, the College has funding for assessment stipends for faculty who are engaged in innovative assessment work that may be shared beyond their department to improve the assessment culture and infrastructure for the whole campus. The College is also updating its assessment resources and guidance materials.

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

The fact that most of our classes are taught by part-time faculty presents a challenge for getting faculty to actively engage in the campus dialog around continuous quality improvement based on the analysis of learning outcomes assessment data. In addition, several programs are still relying on granular course objectives as their SLOs. The College has much work to do in this particular area. In addition, assessment results will need to be published in some form so that students and the community can access them when needed.

The College has also been challenged by several shifts in SLO approach over the years and previously unsuccessful efforts to change the focus from objectives to learning outcomes at the course level. More of the student voice is also needed to provide a more comprehensive understanding of student learning across the college and ways in which it may be improved.

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
14. APPLIED LEARNING OPPORTUNITIES *(Ensure Students are Learning)* Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	○ College is currently not offering or planning to offer applied learning opportunities.	○ 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.	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.	○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.

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

1. Please briefly explain why you selected this rating.

Cuyamaca College is at the *Scaling in Progress* phase of *Applied Learning Opportunities*. Selected programs in both CTE and in academic disciplines have incorporated contextualized teaching learning, but it has not permeated the entire campus.

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

These opportunities are occurring in specific STEM and CTE programs only at present. For example, the Title III HSI STEM grant has funded field trips to biogenetics companies to expose students to real-world work environments and connects STEM students with research opportunities to facilitate learning and transfer into STEM programs. The Music Industry program has a required seminar class in which students work with local artists to develop promotional materials. As another example, the Ford ASSET program in the Automotive Technology department connects students with Ford dealerships that sponsor them with work-study opportunities.

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

Some disciplines, particularly academic fields, may have difficulty connecting their program content with career opportunities. Service learning and internships have not been fully coordinated across the College but instead largely occur within programs. The College has a tremendous opportunity to leverage its resources to expand on its established, successful programs in these areas.

Cross-disciplinary efforts to provide applied learning opportunities are slow-moving and may be challenging to implement.

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:

For most of the areas included in this self-assessment, the College identifies the *Early Adoption* phase as the level that best describes our progress to date in implementing the guided pathways framework. While the College is leading the state in some areas of *Improving Basic Skills*, in other areas, such as *Integrated Technology Infrastructure*, there are plans in place to improve in the next two years but no significant progress to report to date. Overall, the College has adopted guided pathways as a priority and is well-positioned to move forward with this work; however, there is still significant work to be done.

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:

In terms of support for the College's work on guided pathways, we are one of the 20 California Guided Pathways Initiative-participating colleges, so we are receiving guidance and coaching to implement guided pathways in the next three years. That said, examples of pathways colleges' approaches, communication tools and resources, data reports, work plans and other documents would be particularly helpful as we engage in this work. Moreover, offering a venue for discussions of guided pathways success and challenges, particularly among the colleges participating in the initiative, would also be most helpful.

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?

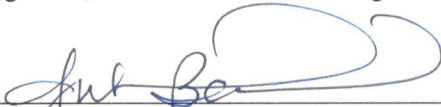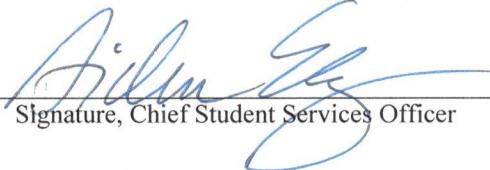# Guided Pathways Award Program Self-Assessment Signature Page

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.

Cuyamaca College

Name of college

Self-Assessment Signatories

Signature	Printed Name	Date signed
Signature, President of the Governing Board	Bill Garrett	12/12/17
Signature, Chief Executive Officer/President	Julianna Barnes	12/8/17
Signature, Academic Senate President	Kimberly Dudzik	12/8/17
Signature, Chief Instructional Officer	Pat Setzer	12/8/17
Signature, Chief Student Services Officer	AIDEN ELY	12/8/17