

Diablo Valley College Guided Pathways Self-Assessment Tool

October 14, 2017

Key Element		Scale of Adoption			
		Pre-	Early	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			X	
	7. Improved Basic Skills			X	
	8. Clear Program Requirements			X	
Implementation	9. Proactive and Integrated Academic and Student		X		
	10. Integrated Technology		X		
	11. Strategic Professional			X	
	12. Aligned Learning Outcomes				X
	13. Assessing and Documenting Learning			X	
	14. Applied Learning			X	
Overall Self-Assessment				X	

INQUIRY (1-3)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>1. CROSS-FUNCTIONAL INQUIRY</p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p>○ 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>X Selected</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>

1. Please briefly explain why you selected this rating.

Cross-functional teams at the college are consistently conducting research on student success, equity and achievement gaps. This research was the foundation of the college's new *Educational Master Plan*. The plan was written by a cross-functional group of faculty, management and staff. The plan incorporates Guided Pathways as a framework the college will implement.

Other established college committees consistently focus on student success data, including the primary governance bodies - College Council, the Academic and Classified Senates. The college's Research, Planning and Evaluation Committee has membership from all constituency groups and it regularly conducts conversations about student success. During the creation of a new *Integrated Plan*, the Student Equity Committee, Student Success and Support Programs Committee and Developmental Education Committee examined local data and planned for activities to improve student success.

All departments examine disaggregated student success data in the annual program review process. When departments identify areas where they wish to improve, data is used to justify all types of resource requests.

Over the last year, broad and deep conversations on Guided Pathways have occurred, including faculty, staff, management and students. Over thirty-five informational events have been held, ranging from presentations at department meetings up to large, all campus professional development events. A series of book club discussions were held around the book *Redesigning America's Community Colleges*. The college has sent at least fifty people to conferences on Guided Pathways. In total, hundreds of employees and students at the college have participated in these events and in deep discussions around Guided Pathways.

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

The college has fully integrated the examination of disaggregated student success data into the program review process. This means that all departments regularly examine data related to their programs and make resource request proposals based on that data. The program review process includes validation by cross-discipline teams and then ranking of requests by a committee comprised of members of all constituencies.

The implementation of the Guided Pathways Framework is contained in the college's new *Educational Master Plan*. The creation and endorsement of this plan included broad-based conversations with students, faculty, staff and management. It was approved through the college's governance processes. All employees were invited to submit comments on the plan throughout the process and the comments were incorporated into the plan.

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

DVC is a large college with two separate campuses. It is an ongoing challenge to incorporate all employees into conversations, especially the large number of adjunct faculty who teach at the college.

Similarly, the college is consistently challenged by its strong desire to incorporate student voices into decision making. Students serve on college committees and decisions such as the implementation of the new *Educational Master Plan* always go through the Associated Students governance body, but the college realizes there is room for improvement in the incorporation of student voices and inclusion of a diversity of student voices and perspectives.

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

The college has created the structure required to implement Guided Pathways with the formation of the Guided Pathways Steering Team (GPS-T). The GPS-T is comprised of staff, management, faculty and students. From this core team, design groups have been established to serve as places of inquiry and evaluation of data around pieces of implementation need. Design teams have begun work at this time.

INQUIRY (1-3)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>2. SHARED METRICS</p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p>	<p>○ Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>X Selected</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>

1. Please briefly explain why you selected this rating.

All instructional and student services programs conduct regular program reviews through the program review and resource allocation process. Data included in each review is disaggregated by student subpopulations. This data is used to justify all types of resource requests for program improvement, including those for human resources. Student data is shared widely with all employees during the annual Welcome Day convocation, as well as at committee meetings and college forums. Through the Chancellor's Office Scorecard and the IEPI indicators, student success data is now widely available.

Goals and benchmarks are incorporated into all college plans, including the new *Educational Master Plan*, planning for the Strong Workforce program and the *Integrated Equity, SSSP, and Basic Skills Plan*.

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

All programs conduct regular program assessments in the program review and resource allocation process. Student success data included in each instructional and student services review is disaggregated by student subpopulations, and programs reflect upon their data as they develop their program plans.

Data from students is collected every two years through the Community College Survey of Student Engagement Study. The results of that survey coupled with disaggregated student success data were the foundational justifications for the new *Educational Master Plan*.

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

The college is challenged by the sheer volume of data, which can be daunting. It would benefit from strategies to identify actionable data and use it to inform the college community and to motivate, develop and evaluate implementation of strategic initiatives to increase student success.

The college is also challenged by data reporting obligations, given the multitude of initiatives the California Community Colleges are involved with.

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

None

INQUIRY (1-3)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>3. INTEGRATED PLANNING</p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation 	<p>○ College is currently not integrating or planning to integrate planning in the next few months.</p>	<p>X Selected</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</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:</p> <p>Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key</p>

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

1. Please briefly explain why you selected this rating.

College-wide discussions on Guided Pathways have been occurring for the past year. All constituency groups have been involved in the conversations. With the support of the Academic Senate, Classified Senate, Associated Students of DVC and the College Council a Guided Pathways Steering Team has been established. Design teams of workgroups which are tasked with leading pieces of the Guided Pathways work are beginning work this fall. Whenever possible, the college is using existing committees and workgroups to lead the project.

Updates on progress on the implementation of Guided Pathways is a standing agenda item on the College Council. Updates are regularly included at the Academic Senate, Classified Senate and Associated Students of DVC.

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

In spring 2017, the college applied to be part of the California Pathways Project. Although not accepted to the project, the completion of the self-assessment was a focal point of deep conversations which caused a commitment to the implementation of Guided Pathways. All campus governance bodies voted to support the application and all were involved in completing the self-assessment. This groundwork last spring is continuing to reap benefits since over 300 people were involved in that process so there is a basic level of understanding at the college about Guided Pathways.

During the fall 2017, every instructional unit participated in Curriculum Mapping sessions with counseling faculty that helped identify roadblocks in curriculum and view the program from the student prospective.

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

DVC is a large college and has two separate campuses. It is an ongoing challenge to incorporate all employees into conversations, especially the large number of adjunct faculty who teach at the college. Also, not uniquely to DVC, there is a sense of initiative overload and increasing workload demands on all employees. It can be a challenge to inspire additional time and work commitments from all employees.

Although there is progress made to implementing guided pathways we still need to develop an direct tie to resource allocation and the integration planning of other initiatives such as SSSP, Basic Skills/Developmental Education, Strong Workforce Program and Student Equity.

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

The college has a strong foundation in place. Faculty have been reassigned to lead this effort and there will be additional reassignments in spring 2018.

Many faculty, staff and administrators have taken part in training on integrated planning through the Society for College and University Planning, IEPI and through the Chancellor's Office.

DESIGN (4-8)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</p>	<p>X Selected</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>

1. Please briefly explain why you selected this rating.

The college has formed a Guided Pathway Steering Team (GPS-T) comprised of 32 leaders from the campus: discipline faculty, counseling faculty, classified staff, administrators and students. Branching off the central Steering Team are six separate Design Teams, each of which has co/tri-chairs who are members of the Steering Team. Steering Team meetings are places for cross-group communication and input. Design teams are now firming up membership, with the goal of creating cross-functional teams to begin work immediately.

Three Guided Pathways Informational Forums have been held this fall. In each forum, all employees were invited to attend to learn about the implementation processes and to give feedback.

Guided Pathways implementation updates are a standing item on the College Council agenda and are given regularly at the Academic Senate, Classified Senate and at the Associated Students of DVC meetings.

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

The establishment of a broad cross-functional Guided Pathways Steering Team which is meeting every other Friday during the fall term is an important accomplishment.

A cross-functional team of faculty, administration and classified staff met during summer 2017 to establish goals and processes for the mapping of existing curriculum. The creation of maps for all existing degrees is currently in progress, with a scheduled completion of December 2017.

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

Challenges include limitations of the formal governance structures and the difficulty in engaging people who do not sit on governance structures. More work needs to be done to establish a mechanism for communication between the Design Teams and the college governance when beginning the implementation of changes. A communication mechanism that allows the information to permeate to the constituency groups they represent.

An ongoing challenge is existing initiative fatigue, which means the college must focus on the reason for the implementation of Guided Pathways which is to improve equitable student success by creating a student-focused culture.

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

None

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i></p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p><input type="radio"/> College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p><input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p>	<p>X Selected</p> <p><input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p>	<p><input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p>

1. Please briefly explain why you selected this rating.

Systematic coordination is occurring with area high schools through the College Now and College Connect dual enrollment programs as well as course-to course articulation agreements with high schools, particularly in career, technical education. Additionally, the college provides many career exploration/pathway connecting activities to area school districts focusing on programs such as culinary and engineering.

Coordination with four-year institutions is done through course articulation and transfer admission guarantee agreements. The college has 25 associate degrees for transfer (AD-T's) and this year was the number one college in the state in awarding AD-T's. Avenue E, a pathways program is established with UC Davis for Engineering students. The college participates in UC TAG, a transfer admission guarantee program with all available programs and UC campuses that participate. The college has long participated in Cross Enrollment partnerships with both UC Berkeley and CSU East Bay.

Coordination with industry partners is ongoing and all career, technical education programs have Advisory Committees which meet regularly to discuss industry needs and college offerings. Strong relationships exist between the college and local industries, for example with the Bay Area Rapid Transit organization.

This fall, the college hired a new dean of Career, Technical Education and is currently restructuring and staffing as part of the Strong Workforce Program. The college is a member of the Bay Area Community College Consortia, which serves as a framework to enhance the coordination of regional programs; to increase collaboration on regional priorities; and serves as a link between colleges Career, Technical Education programs, Economic and Workforce Development Initiatives, and the Chancellor's Office.

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

The College Now and College Connect high school dual enrollment programs are in place with local school districts. Good relationships with area districts are facilitated through an annual high school counselors conference and occasional breakfast events for area principals, counselors and teachers to facilitate communication about initiatives and changes that impact community college-high school relationships.

The college has vigorously participated in the UC Transfer admission guarantee program (TAG) resulting in achieving one of the highest number of transfer admission guarantee agreements in the state.

Through partnering with high schools, college and career courses have been developed and will be articulated with high schools. By working in collaboration with high school counselors, students will earn high school credit with successful completion of Get Focused Stay Focused curriculum.

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

Preparation for transfer is a complicated and fluid process. Providing consistently correct information involves sustained review of articulation and shifting transfer requirements. While colleges are developing common pathways to transfer, individual campus requirements vary and the two public systems do not necessarily align with the AD-T curriculum. Some challenges in this area are external to the college. For instance, assist.org is the official repository of articulated agreements between community colleges and UC or CSU campuses. Comparing transfer requirements to multiple colleges or systems in assist.org is not readily available due to lack of an update to the system. This is a temporary issue that should be resolved in the near future. The current inability to compare systems or colleges makes it difficult to consistently provide correct transfer information to students.

It is challenging to sustain ongoing relationships with the K-12 system, since there is not one central hub and not one point of contact who knows all the important information at the college or high schools. There are overlapping but separate relationships with schools, which require time to sustain. This inhibits alignment between high schools and colleges which makes it difficult to coordinate the entry points for students.

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

None

DESIGN (4-8)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student's college experience.</p>	<p>○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.</p>	<p>○ Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p>X Selected</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.
--	--	--	--	--

1. Please briefly explain why you selected this rating.

Academic clusters of interest areas were established in fall 2016 with broad participation from faculty across the disciplines, refined with student input from focus groups and vetted through the college’s governance process. The academic clusters are currently presented on the website as a way for students to identify a program area of interest. A wide array of career exploration information and tools are available on the website as well as in the campus Career and Transfer Center. Career, technical education brochures are broadly available across both campuses and career courses and workshops provide students with career exploration opportunities. Most counselors are trained in career counseling and provide support for students during individual appointments.

In fall 2017, all academic departments mapped existing programs into pathways with cross-constituent teams including counseling. They discussed each program’s learning outcomes as they related to career and transfer. This process led to initial adjustments both in programs and in program learning outcomes. This process will continue to refine programs as the college implements the Guided Pathways Framework.

The college has participated in the IEPI Guided Pathway Workshops and cross-functional teams have been created to implement Guided Pathways. It is possible that the design team focused on improving student entry will examine how career exploration is provided as soon as a student matriculates.

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

Building on the long-standing practice of career, technical programs, all departments mapped existing degrees, with the goal of providing students more clear information to help them select courses in their area of interest. The collaborative work between discipline and counseling faculty created an opportunity for cross-learning and information exchange that benefited both parties.

Academic clusters of interest areas were developed in fall 2016 and work is continuing this year. Discussions has begun about general education requirements and recommendations within each academic cluster are being explored.

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

Seemingly small changes, for instance, re-arranging our programs into common themed clusters, will require deeper change to transform the college to a pathway focused environment with the appropriate infrastructure to best support students. The challenge to getting to full scale will include determining the infrastructure that will best support students with the academic clusters and by getting cross-constituent engagement and ensuring that the college claims ownership of this work to reshape the structure and culture of the college.

Human resource capacity is an additional challenge. Additional professional development will required to create highly effective cross-functional teams.

As a large campus, developing various forms of communication will be key as well as challenging.

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

None

DESIGN (4-8)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>7. IMPROVED BASIC SKILLS</p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental 	<p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p>	<p>○ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p>	<p>X Selected</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>

<p>sequence</p> <ul style="list-style-type: none">• Curricular innovations including creation of math pathways to align with students' field of study.				
--	--	--	--	--

1. Please briefly explain why you selected this rating.

The college has implemented evidence-based practices to get students through developmental course sequences more rapidly and increase student access to college level English and math courses. It has implemented Multiple Measures Assessment and Placement (MMAP) through the SSSP program, which is placing more students in transfer-level English and math courses than assessment tests alone. Preliminary success data shows that it has been effective.

Accelerated pathways to transfer-level courses have been developed in both English and math. The English as a Second Language offerings have been restructured and clarified to identify several entry points. Historically, the college offered 3-unit College Reading Development (ENGL-116) and 3-unit College Writing Development (ENGL-118) courses. The college still offers both of these, but has expanded to include ENGL-117, a 5-unit course that covers material from both 116 and 118. This reduces students' unit load, accelerates learning and moves students through the developmental sequence more efficiently. In math, the college has adopted an accelerated algebra track, which allows students to complete one less remedial course before taking a college-level math class. Additionally, the college has adopted Statway, which gets students placed below college level through their IGETC math requirement in two semesters instead of three.

The college is at "Scaling in progress" rather than "full scale" because it is still struggling to appropriately place students, collect and interpret data on student success and demand to create appropriate scheduling of these courses and implement co-requisite support courses instead of below college level placement.

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

Implementing Multiple Measures Assessment and Placement has successfully placed more students into transfer level English and math courses. The college is waiting to see what early Key Performance Indicators show about this placement method, but anticipate that student success and persistence will be improved by this practice.

Comparisons between students taking Statway and students enrolled in the traditional sequence of math classes show a significant reduction in the equity gap for those who take the Statway sequence.

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

Communication to students and the lack of student awareness of their options for acceleration are current barriers to implementing improved basic skills at scale. The college currently offers acceleration in both math and English but not many students are aware that these options even exist.

Some students may be eligible to participate in a learning community cohort and contextualization program, but may not be aware of the programs which again, is a problem of communication. Students are often referred to these programs by instructors, so increasing instructor awareness of program offerings for both full-time and adjunct instructors is key to program success and expansion. Some students may benefit from the cohort model, but assess into English courses that are "too high a level" for the program.

Contextualization of basic skills courses to student educational objectives and program learning outcomes may also improve student persistence and learning, but the college has not made any decisions yet on how contextualization may be implemented. Current programs that use contextualization do so only because of voluntary participation on the part of faculty. A change to this current practice will require a long and possibly difficult discussion.

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

The college has developed learning communities that have specific approaches to contextualizing material for students, including Umoja, Puente, MESA, and others. The majority of these programs have student “intake” one level below college-level writing, students stay with a cohort through the second-semester writing requirement, and the programs usually have linked general education courses. These learning communities may provide a model for contextualization and student support in the Academic Clusters that have been identified.

The college has explored various methods to support students in reading and writing in disciplinary courses, creating a Developmental Reading and Writing Across the Curriculum (DRWAC) program which provides resources and professional development for faculty. The DRWAC program is intended to build supports for college-level reading and writing into discipline instruction, allowing students who might assess into basic skills courses to make progress in accumulating college credits and/or general education breadth.

DESIGN (4-8)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>8. CLEAR PROGRAM REQUIREMENTS</p> <p><i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal</p>	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>○ 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>X Selected</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).				
---	--	--	--	--

1. Please briefly explain why you selected this rating.

DVC has embarked on a college-wide process of clarifying program requirements, electives and sequences this fall. Programs are creating graphics and other tools for student use that will help students know what they need to take in what order. Next steps are to coordinate the program requirements of related programs, so students can start with a general direction and refine their educational goals as they progress, and to consider how to best include general education breadth that supports program and institutional learning outcomes.

The college is engaging in conversation about how to align transfer and career opportunities with programs. Transfer outcomes are complex for DVC, since the service area contains many types of transfer institutions, without a single destination for the majority students. The information students seek needs to be tailored for the unique requirements of their intended transfer institution.

Conversations and planning for scheduling based on student demand and what that would look like, has not happened yet. The college has a scheduling committee and tailors scheduled offerings to student fill rates, which is one measure of demand, but the college has not yet linked student educational plans to scheduling or created a methodology for student-demand-led scheduling.

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

The college-wide curriculum mapping initiative has been driven by backwards design and an examination of Program Learning Outcomes and intended roles that each program prepares students for in relation to the courses that make up a program. The curriculum mapping process has engaged faculty in deep discussions of the function and purpose of their programs and has encouraged faculty to see their programs holistically rather than as discrete courses.

In addition, curriculum mapping has fostered needed conversations between counseling faculty and discipline faculty. Counseling faculty have been able to clarify the structure of different general education patterns and the complexities and nuances of the college's transfer environment that impact student advising. Discipline faculty now have a better sense of what counselors do and the factors involved in advising students and a better sense of general education and how general education might be related to their program learning outcomes.

The college has adopted a Student Planning tool that allows students and counselors to plan course schedules over multiple terms, register for courses and audit to see how close they are to completing a program.

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

Creating a truly student-responsive schedule will most likely involve a paradigm shift and depend on having accurate information from student educational plans. Currently, students often have one officially stated educational objective in their Education Plan, but have changed their intentions and are taking courses towards a new educational objective without updating their official Education Plan. This makes it appear that they are taking courses "off track," and can make the Education Plans an unreliable schedule prediction tool. The challenge is to make it easier for students to update and change their educational objective while ensuring that it is a well-informed choice. With an accurate educational objective and informed plan, their expected semester-by-semester schedule becomes a more accurate scheduling predictive tool.

Developing appropriate technology tools for communication and updating information is also a challenge, especially in the complex transfer environment described. A student changing their intended transfer destination but keeping the same degree objective may require a different math course or an additional subject matter course. In addition, programs will need to identify milestones and gateway courses and

track student progress through those markers, incorporating supports and responsive scheduling.

In order to develop a student-responsive schedule and educational plans that are appropriate for the many transfer destinations students seek, the college will need effective cross-functional teams and will need to support the operation of these teams, including creating frameworks for collaboration and supporting release or reassigned time for team members.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
None

IMPLEMENTATION (9-14)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p><input type="radio"/> College is currently not implementing or planning to implement proactive and integrated student supports.</p>	<p>X Selected</p> <p><input type="radio"/> 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</p>	<p><input type="radio"/> 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><input type="radio"/> 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.		

1. Please briefly explain why you selected this rating.

The college offers a broad set of student support services, both academic and nonacademic. Some services explicitly touch all students, for example admissions and records, while others are services students self-select into engaging with, such as tutoring. Conversations are occurring now at the college on how to best integrate and align services with instruction. The college is committed to accomplishing this.

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

The college is in early implementation of the Starfish early alert system and a successful pilot of the system is in progress. A new student wellness counseling program has brought mental health and crisis counseling on campus and a CARE (Campus Assessment, Response and Evaluation) team has been established to assist students in need.

Supplemental instruction is offered in some programs, such as chemistry and in English as a Second Language classes. Tutoring is offered in a wide range of academic subjects, including writing, which is applicable across the curriculum. The college is exploring strategies, including 3rd party providers, to implement online tutoring in the near future. This will improve student access to tutoring and likely provide tutoring for disciplines that do not currently offer tutoring.

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

The college is challenged with integrating, coordinating and connecting the wide variety of services offered as well as in promoting their availability to students, faculty, and staff. The challenge of making the services explicitly embedded into the classroom and instruction is ongoing.

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

None

IMPLEMENTATION (9-14)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress (e.g., Starfish, early 	<p><input type="radio"/> College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>X Selected</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><input type="radio"/> 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><input type="radio"/> The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

alert system, etc.) <ul style="list-style-type: none"> • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others 				
---	--	--	--	--

1. Please briefly explain why you selected this rating.

The college has in place many technology tools that will be required for Guided Pathways implementation, although they are not at full-scale adoption and use yet. For example, early implementation of Starfish is in process with a pilot program which needs to be scaled up for use by all the college. Career and employment data exists, but is not integrated either into degree, majors or student achievements. Degree audit technology is implemented and being improved.

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

Initial adoption and groundwork has been laid for Starfish early alert implementation, although additional professional development and training on the tool is needed. Starfish early alert will be integrated into Canvas, the course management system.

Work is occurring now on the student portal application, Insite App (2.0). This application will allow students to register and get alerts on phones in a cloud-based system.

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

It is a challenge to gather employment, career and salary data with a regional focus. Additionally, it will require a paradigm shift at the college to change existing scheduling processes to be tied more strongly to student demand and needs within their pathway.

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

None

IMPLEMENTATION (9-14)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>11. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ 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>X Selected</p> <p>Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across 	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve

			<p>staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. 	<p>teaching and learning</p> <ul style="list-style-type: none"> • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.
--	--	--	--	--

1. Please briefly explain why you selected this rating.

The college's FLEX days have implemented a reorganization to identify activities into "strands" that have themes related to the college's values, goals and strategic directives. Not all professional development activities are specifically aligned with these strategic goals, since many activities are department- or individual-led. Many departments conduct professional development activities that are linked to student learning outcome assessment and results, but this is not a consistent college-wide practice.

The professional development committee allocates conference funding based on criteria of applicability to the college's strategic goals. There have been recent efforts to ensure that conference funds are used for activities that bring the benefit back to the college community as a whole through round tables, Flex activities and other types of reporting and sharing.

The college has been making an effort to ensure that information is being shared about student services, including creating a *Student Services Resource Handbook*. Cross-functional teams have been created as part of the Guided Pathways effort, and the college is making all possible efforts to reach all employees with information and opportunities to participate in the design and implementation of Guided Pathways.

The college and district provide some leadership training, but this is an area that needs expansion, both in training new leaders such as deans and department chairs, and also in giving classified staff the training, tools, and opportunities they need to advance.

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

The organization of FLEX activities into strands corresponding with the college's strategic goals and priorities has helped to gather data on how professional development is contributing to these goals and has allowed for better assessment of the current professional development offerings and what is needed. These strands can be expanded to activities occurring outside the FLEX days, and may be used to identify conference funding priorities as well.

The college has recently allocated reassigned time for a faculty professional development coordinator who assists in college-wide professional development initiatives and the coordination of efforts. In addition, the college has written a college-wide *Professional Development Strategic Plan* that is aligned with the *Strategic Plan* and better identifies goals and outcomes for professional development.

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

The major element that is lacking from college-wide professional development is training in using and analyzing data. Use of data in the decision-making process is part of the college-wide *Strategic Plan* and the *Professional Development Strategic Plan*, but has not yet been implemented. Resources such as IEPI workshops, RP Group trainings and materials and the Research, Planning and Evaluation Committee at the college will be valuable in developing training and fostering research-driven decision making.

Professional development at DVC is robust and wide-ranging, but has not been targeted specifically to Key Performance Indicators. More data is needed to target professional development for the greatest impact on student success. Integration of college-wide professional development efforts and analysis to the program review process is needed. Assessment and evaluation of the effectiveness of individual professional development activities are difficult, but the evaluation of the professional development program should be more robust. Effectively sharing knowledge gained from professional development activities remains a challenge in this process. Creating ties to the

student learning outcome and program learning outcome assessment processes and program review is needed.

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

None

IMPLEMENTATION (9-14)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>○ 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>X Selected</p> <p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

1. Please briefly explain why you selected this rating.

All courses and programs at the college have established student learning outcomes and are regularly assessing them. The college has overarching institutional outcomes and general education learning outcomes that are consistently assessed as well. The college established a review process that regularly looks at alignment, academic rigor, integrity, relevance and currency.

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

The college has robust processes that all programs are using to assess learning outcomes and to then make changes in courses and programs when called for to improve equitable student outcomes. The technological system for the process was homegrown and is working efficiently.

A recent review of program outcomes via the curriculum mapping process was very informative because it showed the need for additional alignment and program structure. This work is continuing.

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

An ongoing challenge on this issue and many others is the lack of human resources and capacity to accomplish the work in a deep and meaningful way. While course-level student learning outcomes and program learning outcomes are regularly assessed, creating and sustaining meaningful dialogue is an important part of the process of improving our programs. Creating dialogue can also be difficult in programs with only one (or no) full-time faculty members.

In addition, the college needs to focus on creating professional development geared towards assessing and improving learning outcomes. Individual departments conduct professional development intended to improve instruction on specific learning outcomes, but this is not a campus-wide practice and is not incorporated into the college-wide professional development practices.

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

None

IMPLEMENTATION (9-14)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>13. ASSESSING AND DOCUMENTING LEARNING</p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction</p>	<p>○ College is currently not assessing and documenting or planning to assess and document individual student’s learning.</p>	<p>○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>X Selected</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.				
--------------------	--	--	--	--

1. Please briefly explain why you selected this rating.

The college is regularly assessing learning outcomes and is using those assessments to make improvements in courses and programs. Information on the attainment of outcomes is available to faculty and staff but is not open to students or the general public.

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

The college has updated the accessibility to the learning outcome management system to make it user-friendly campus wide. The college has designated faculty to support the college in writing, revising and gathering student learning outcome information. A large and active Student Learning Outcome Assessment Committee has led the work on the college.

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

Learning outcome assessment information is currently not available to students or the public, although the list of outcomes themselves is available.

College-wide professional development is needed to ensure programs are given the support they need to address and improve student learning outcomes.

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

None

IMPLEMENTATION (9-14)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ College is currently not offering or planning to offer applied learning opportunities.</p>	<p>○ 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>X Selected</p> <p>○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>

1. Please briefly explain why you selected this rating.

The college has ample opportunities for applied and contextualized learning and practice. Some programs in the career technical field (pre-apprenticeship) have incorporated contextualized learning into their curriculum. Additionally, some learning communities collaborate to contextualize material across disciplines to benefit student learning (Puente, Umoja, MESA). However, it does not have consistent coordination strategically within or amongst programs due to lack of human resources, time and financial resources. Programs which are currently doing this experience challenges in coordinating with other programs.

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

Some academic programs, such as culinary and technical theater, have incorporated work experience units into their degrees. All DVC students are able to apply their work experience to their educational objectives with the use of work experience units as part of any degree at the college.

The college's Career Center Coordinator works with faculty and students to provide information on available internships. The Career Center holds a career and internship fair annually.

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

The college is challenged with insufficient staffing and physical space to create a coordinated college-wide effort. There are also ongoing challenges in having continuous connection to and alignment with industry in the area.

The college needs to determine what types of contextualized learning (English, math, other general education breadth) might be appropriate for academic clusters or meta-majors. This conversation will be difficult, as it has the potential to impact the curricula of multiple areas.

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

None

Additional questions

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

Scaling in Progress

Diablo Valley College has a solid foundation established for the implementation of Guided Pathways. The college has adopted the Strategic Directive that the college will “increase student success.” Under this Directive from the *2014-2017 Strategic Plan*, the college has worked to improve outcomes for students and there are many examples of positive results from this work: Our increasing partnerships with high schools and development of early college credit options and career exploration, participation in and piloting of the Multiple Measures Assessment Project, renewed emphasis on student educational planning, institution of a first-year-experience program, implementation of contextualization and acceleration of basic skills, initial development of academic clusters of areas of student interest, growth in number of certificates and degrees (including ADT's) both available and attained, continued success in transfer to four-year institutions, expansion of learning communities, increased support for students who are struggling academically, focus in both hiring and professional development on equity and cultural competence, integration of longitudinal, disaggregated student success metrics into the program review and resource allocation process, and restructuring the governance organization of the college to focus on student success serve as examples of the college wide dedication to this goal. Yet there is a growing realization at the college that these efforts taken individually are not enough to dramatically and equitably improve student success as we want to do. This realization spurred the creation of a new *Educational Master Plan*. This plan incorporates the Guided Pathways Framework and describes goals for improvements in the structural and cultural conditions at the college.

With the support of the Academic and Classified Senates, the college has formed a Guided Pathways Steering Team, which is composed of faculty, management, staff and students. Spurring off the Steering Team are Design Teams that are each tasked with parts of the implementation puzzle for Guided Pathways. The Design Teams are finalizing membership and will begin inquiry and planning this fall. The college has committed human resources to the work. It is fair to say that scaling is in progress.

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:

Continued technological support at the state level

Future professional development opportunities, such as the Guided Pathways workshops this fall

Further integration of reporting requirements and planning documents by the state

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

A cross-functional team of faculty, administration and classified staff met during summer 2017 to establish goals and processes for the mapping of existing curriculum. The creation of maps for all existing degrees is currently in progress, with a scheduled completion of December 2017. All departments attended mapping session workshops in September, where discipline faculty were able to discuss program learning outcomes and course sequencing for their existing degrees. Counseling faculty participated in the process and the dialogue between counseling and discipline faculty was beneficial.

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**



1102 Q STREET, SUITE 4400
SACRAMENTO, CA 95811-6549
(916) 322-4005
<http://www.cccco.edu>

Guided Pathways Award Program Self-Assessment Signature Page

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

Name of college

Self-Assessment Signatories

<hr/>	<hr/>
Signature, President of the Governing Board	Printed Name Date signed
<hr/>	<hr/>
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
signed

Printed Name

Date

**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