GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		X		
	2. Shared Metrics		X		
	3. Integrated Planning		X		
Design	4. Inclusive Decision-Making Structures		X		
	5. Intersegmental Alignment		X		
	6. Guided Major and Career Exploration Opportunities		X		
	7. Improved Basic Skills	X			
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports		X		
	10. Integrated Technology Infrastructure	X			
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes		X		
	13. Assessing and Documenting Learning		X		
	14. Applied Learning Opportunities	X			
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**
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.	○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	X 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.	○ 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.	○ 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.
Please respond to the following items (500 word maximum per item)				

1. Please briefly explain why you selected this rating.

   Compton College's stakeholders regularly engage in discussions and decision-making surrounding actionable research and institutional data. The Office of Institutional Research (IR; link to webpage if necessary) produces several reports and presentations on student success outcomes that inform decisions and strategies for improving institutional effectiveness. "Early Adoption" was selected because, while general cross-functional inquiry has been occurring for a long period time, cross-functional inquiry specifically related to the Guided Pathways concept has only begun recently and largely exists in siloes, with the exception of the newly established TFDPC Task Force. In the early years of the partnership with El Camino College (ECC), an outside task force was charged to determine the status of the existing Basic Skills program, assess the findings of the study, and provide recommendations for the future of the program. These were the recommendation: 1) Campus Culture and Climate 2) Administrative and Organizational Practices 3) Program Components 4) Staff Development 5) Instructional Practices and 6) Research Considerations as they relate to the college's basic skills student population. As a result of this report, Compton established the Student Success Committee to ensure the implementation of the recommendations. The role of this committee has since expanded in response to statewide initiatives like SSSP.

   The Student Success Committee was formed to address the recommendations from the taskforce. However, over the years, its mission evolved to provide a shared framework for the discussion, development and implementation of processes and programs that integrates Basic Skills, Student Success & Support Programs, AEBG and Strong Workforce, and Student Equity to optimize and enhance student achievement, retention, and success. The committee now evaluates data and makes recommendations to improve student success, and are part of the Tartar Focused and Directed Pathways to Completion Task Force which is the working group established at Compton College specifically to address the Guided Pathways initiative from the Chancellor's Office.

   The task force has broad representation from all areas of campus stakeholders, with the exception students. Co-chairs have now asked the Associated Students Body (ASB) to identify at least two or three students to join the task force. The task force is in the beginning stages of evaluating data provided by Institutional Research, which includes enrollment rates, success rates, and award rates for various programs that could be used to help the institution modify course offerings in order to "clear" pathways, develop co-requisites and electives, and potentially design meta-majors. This includes research on student equity that has been examined in terms of disproportionate impacts and outcomes for various demographic groups, but not in terms of guided pathways.

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

   In an effort to educate everyone on the importance of guided pathways professional development (for faculty and staff) and planning (for administrators) has recently centered on guided pathways, with *Redesigning America's Community College* as the

focal point of our discussions. All administrators were provided a copy of the book and at the planning summit in August 2017 for administrators, Dr. William Scroggins, President of Mount San Antonio College, shared his campus' approach to guided pathways. During the college's Professional Development day, Thomas Bailey presented the keynote address and then met with faculty and staff in breakouts to answer questions regarding guided pathways. Additionally, Ginni May, an ASCCC Area A Representative from Sacramento City College and Carrie Roberson, an ASCCC North Representative from Butte College also gave a presentation to all faculty at the college's flex day and provided insight regarding the implementation of CCC guided pathways as they have started the process at their respective institutions. They described specific ways that award funds could be used, they shared some of the issues they faced with regards to implementation like getting faculty on board, and they provided strategies for successful implementation such as starting on a smaller scale and building upon small successes.

Compton College has also established a task force dedicated to successfully implementing Guided Pathways on our campus. This task force is referred to as the "Tartar Focused and Directed Pathways to Completion (TFDPC)" Task Force throughout this self-assessment document.

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

   Overcoming faculty fears regarding guided pathways. Course offering will necessarily need to be modified, and while faculty should be in charge of the decisions as they relate to specific academic programs, there may be some difficult decisions the campus as whole needs to decide on regarding the successful implementation of guided pathways in its curriculum. We anticipate that there may be push back from some faculty as gauged by the faculty's response to the presentations. During the Q and A session, some faculty were concerned that guided pathways would overly restrict student choice and limit the student's ability to use their time in college to explore different majors and pursue multiple areas of interest. Faculty are also concerned that streamlining majors and course selection might mean eliminating the course(s) that they teach. Hence, ensuring that the process of implementing guided pathways is driven by stakeholders at all levels (i.e. students, faculty, staff, and administrators rather than from the top down will be essential for successful implementation.

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.	X 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.

   The Office of Institutional Research (IR) plays a key role in tracking and reporting the progress of students. General benchmarks for student data are clearly defined in the Strategic Plan and outlined in various documents including the Chancellor's Office Scorecard. These benchmarks were determined in a collaborative effort with the Academic Senate. Likewise, Compton College participates in the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators: annual goal-setting procedures for key indicators of student success and institutional effectiveness. In the latest review of our progress, it became apparent that the institution needs to establish newer and potentially more ambitious benchmarks, as we have already met or exceeded some of our long-term goals by a wide margin. IR generally ensures that the college has the necessary information to make informed decisions using data. More recently, efforts are being made to align these data across the various initiatives, including creating cross-walks of objectives/goals and benchmarks currently being used by the major initiatives like BSI, SSSP and SEP.

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

   The process used to establish institutional goals is collaborative across a wide group of stakeholders and campus constituents, ensuring that feedback and institutional decision-making does not occur in siloes. Similarly, this ensures that goals and objectives are not singular to one particular initiative or program, and instead, institutional efforts can be integrated to maximize the effectiveness of the information being shared and the strategies being deployed.

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

   Ensuring broad participation of the college community in using the shared metrics to improve student success. "You can lead a horse to water, but you can't make it drink" seems to be an appropriate analogy, as there is plenty of data available at the fingertips of virtually every stakeholder, but utilizing this data does not seem to occur unless the benefits are immediate and obvious or unless there is direction and/or encouragement from more supervisory or administrative positions.

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	○ College is currently not integrating or planning to integrate planning in the next few months.	X 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	○ 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

(BSI/BSSOT) • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF)			inform and engage their constituents around integrated planning.	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.

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

1. Please briefly explain why you selected this rating.

   Compton worked with one of the IEPI's Partnership Resource Teams to examine issues of integrated planning and come up with solutions and improvements, such as modifying committee structures, providing assistance and coordination for program reviews, hiring a planning consultant, and purchasing/upgrading the PRP system to encourage integration of information and decision-making. The College is submitting a Quality Focus Essay (QFE) as part of the accreditation process, and integrated planning (specifically as it relates to developing clear connections between institutional planning and resource allocation) is the primary area of focus listed in the QFE. Although this Quality Focus Project is not specifically written with the implementation of the Guided Pathways framework in mind, it is multifaceted in the sense that there are various areas in the current process that will be strengthened to improve institutional effectiveness.

   Currently, Compton College has a system in place that integrates prioritized recommendations from Program Plans into the annual planning process. However, recent surveys suggest that Program Plan-derived suggestions are not consistently implemented across divisions and service areas. Furthermore, there is also a realization that where Program Plans are concerned, Compton College will need to make organizational changes that could involve adjustments to current committee responsibilities or perhaps the development of a subcommittee or workgroup responsible for ensuring that the recommendations of completed plans make their way through the pipeline to funding and allocation.

   Pathways are being discussed as an important framework to establish for Compton's next steps, but these are mostly initial conversations regarding general commitment to the idea. Conversations with respect to how guided pathways can be integrated with existing initiatives are only beginning, but the establishment of a dedicated Task Force with regularly-scheduled meetings will ensure the conversation continues to develop and integrated planning includes goals and objectives relative to the Guided Pathways framework as well as existing initiatives and programs.

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

   The Student Success Committee Master Plan integrates the various initiatives and Enrollment Management Plan. Likewise, a larger crosswalk of all major initiatives (BSI, SSSP, SEP, Strong Workforce, and now Guided Pathways) is currently in development to help map institutional goals and objectives.

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

   Communication: Aligning the goals and objectives of all major initiatives across the campus can be a daunting task. It necessarily involves communication from a wide range of areas, and there could be many drafts and iterations of a crosswalk document before a finalized alignment chart is agreed upon. The amount of continuous effort, communication, and/or feedback could be off-putting or tiring to the personnel who work closely on this project.

   Budget allocation: Efforts to integrate goals and objectives (including the Guided Pathways framework) requires dedicated personnel, but actually implementing the strategies necessary to achieve these goals will also cost various human and financial resources.

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 share governance committees that will inform and guide the Guided Pathways effort.	X 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.

   A work group has been created, referred to as the Tartar Focused and Directed Pathways to Completion Task Force, but it is

not yet inclusive of key campus constituents. The taskforce consists of representatives from counseling, instruction, and student services. But not all instructional disciplines are equally represented and to date, students have not participated. Representation of various academic and Career Technical Education (CTE) field are needed. Recognizing gaps in representation will lead to a better cross-functional group.

Means of communications between constituencies are also limited and more effective methods of distributing information are required. But dissemination of developments and updates usually occur at infrequent forums such as division and union meetings. Biweekly Academic Senate meeting are used, although the effectiveness of getting information out to the general faculty body is challenging. Despite the small campus, silos persist.

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

As mentioned above, the College has established the Tartar Focused and Directed Pathways to Completion Taskforce that meets regularly to address challenges and to consider ways to improve communication to the campus community. Additionally, in order to introduce the Guided Pathways framework to the campus community, Dr. Thomas Bailey, co-author of *Redesigning America's Community Colleges: A Clearer Path to Student Success*, spoke at the general session and led breakout sessions on Flex Day in August 2017. Finally, the Professional Development Committee has organized a book club to begin in spring 2018 to encourage more faculty and staff to read the book and engage in active discourse regarding the implementation and support of Guided Pathways on campus.

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

Difficulty in communicating information about Guided Pathways may hinder the progress in decision-making regarding what pathways are chosen. It is paramount to the College that pathways are chosen that accurately reflect the needs of the community. This will require input from a great number of key constituencies, including representation from the student body and surrounding community. A director of Adult Education and Workforce will alleviate part of the demand for outreach to community partners, but representation from faculty to counterparts at feeder schools and to businesses will necessitate a greater participation from faculty in various academic and CTE disciplines.

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.	X Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.	○ 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.

   There has been significant intersegmental work done through the Early College High School and Dual Enrollment, successful initiatives focused on providing early college access and readiness to high school students. The Early College High School initiative is a collaborative effort between Compton College and Compton Unified School District (CUSD) that began in Fall 2015. For the first two years, high school students take college classes at the high school and starting their junior year they begin taking classes at the College.

The Tri City Adult Education Consortium is comprised of unified school's membership from Compton, Lywnood, and Paramount Adult Schools, including Compton College and a variety of partners from local businesses and America's Job Centers of California at Rancho Dominguez. The consortium is working to develop pathways to aid adult education students transition to the college.

Compton College signed the "Compton Promise" agreement with the CUSD to provide guaranteed admissions and one year of free tuition to Compton College for all CUSD graduates beginning Fall 2018. The Compton Promise will ensure students a variety of educational pathways: earn an associate degree or certificate, transfer to a four-year college or university, or pursue career technical education. The College Promise will be offered to other high school districts such as Lynwood and Paramount beginning Fall 2019.

Strong efforts have also been made in the development of Associate Degrees for Transfer (ADTs). As mandated by Senate Bill 1440, ADTs are intersegmental agreements between California community colleges and the California State University (CSU) System. Students who complete an ADT are guaranteed admission to the CSU system and once accepted to a similar major, students are guaranteed graduation with no more than 124 units. While the University of California System (UC) is not mandated by SB 1440 to accept ADTs, it has taken an active role in working with students who complete an ADT by guaranteeing students that it will provide a comprehensive evaluation of their application to the UC. Additionally, students receive priority consideration to Loyola Marymount and CSU Northridge. Compton College is soon to offer a Promise Agreement between Paramount Unified, Compton College and UC Irvine.

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

The Early College High School has had an increase of 150% of student participation in the course of two year. In addition to the Early College High School, the number of college classes offered at the high schools through Dual Enrollment has increased and offered throughout the following high school districts: Compton, Lynwood, and Paramount. Conversations are in progress to develop AB 288 pathways at Compton, Lynwood and Paramount.

Residential Transfer Enrichment Academy: Compton College partnered with The Center for Educational Partnerships at UC Irvine and offered a robust and successful no-cost residential program for students to experience academic/residential life on campus with the goal to increase transfer rates to four-year institutions.

Formerly Incarcerated Students in Transition (FIST): The focus is on basic education skills development, CTE, and transfer. Students are tracked each semester to monitor their persistence and completion rates by utilizing the student success center

support services. FIST collaborates with the Department of Corrections to identify individuals interested in "Second Chance Efforts" to enrich their academic and vocational skills to redirect their lives and rebuild their social and economic credibility. FIST dedicated counselor develops their educational plan appropriate for the student. Fist works with workforce development to access and employment/career opportunities. This year the FIST program received the Dr. John W. Rice Diversity & Equity Award. This award is named in honor of former Board of Governors of the California Community Colleges member Dr. John W. Rice to honor community college staff members, districts, colleges or programs that have made the greatest contribution towards faculty and staff diversity or student equity.

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

    A major challenge is a lack of prioritization of time to do the work. Designing cross-institutional pathways aligned with industry need takes significant time for research and design with the involvement of multiple stakeholders. Getting all of the key players together to discuss program alignment requires a great deal of coordination and commitment. We are limited by our faculty and staff's ability to meet, manage, and develop/maintain partnerships required for our various programmatic initiative at Compton College.

    Burnout is another barrier. Maintaining strong and consistent partnerships is highly demanding and requires a lot of time. Incentivizing people's participation would help, including providing professional development relevant to the initiative. In order to make better educated and informative decisions by not only consulting within our college but also amongst other colleagues across various K-12, four-year institutions and industry partners.

    Secondary partners are eager to begin AB288 pathways agreements with an emphasis on advanced scholarly courses with a centrality of focus on transfer in CCAP agreements. By not offering any CTE course options in the initial implementation students with a career pathway interest may experience a feeling of exclusion based on program interests.

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.				
	SCALE OF ADOPTION			
KEY ELEMENT	**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.	X 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.

   Groundwork is being laid to help the college establish pathways and support systems to assist students in selecting a career goal. We are primarily in the discussion phase of identifying what programs would meet the needs of our students and community. Through the Tri-City Consortium, information regarding current labor market trends and workforce demands are being studied. In addition, the College is examining what degrees and certificates students are completing. What is the trend? How does it match labor market trends? The college is interested in ensuring CTE and academic programs include industry speakers that can demonstrate how their theoretical learning applies to careers and the necessity of creating internships that allow students the opportunity to explore careers earlier in the educational process.

   Attending the Get Focused, Stay Focused Conference served as an ideal environment to strategize the on-boarding of students on a pathway that requires the completion of an academic program at Compton College and/or the university setting. The nationally recognized models presented at the convening aligned with the California Guided Pathways outcomes and provided a new language for school districts and students to address the decision-making challenges they face daily. Participants engage in customized strands suited to their unique administrative, instructional, or counseling background, and it is expected that this effort will assist in formalizing career selection.

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

   By encouraging traditional, alternative and adult education principals to participate in the December 2017 Get Focused, Stay Focused Conference in Santa Barbara, we were able to continue the difficult conversation of aligning pathways and services to student needs. The building of English language skills, improved high school diploma program rates, as well

as the streamlining of curriculum and processes from the non-credit to for-credit landscape have given us a great foundation. Tri-City Adult Education Consortium also emphasizes pathways leading from short term certificates to the workforce or into College academic programs in CTE and general education leading to associate degrees and transfer.

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

    All participating parties are intricately involved in building pathways to careers and increased education on their campuses so we do not foresee any barriers that may hinder our progress in helping students clarify their path.

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

DESItN (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	X 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.

sequence • Curricular innovations including creation of math pathways to align with students' field of study.				

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

1. Please briefly explain why you selected this rating.

   The college has participated in discussions about how to move students from basic skills to transfer-level. Compton has implemented attempts to accelerate basic skills coursework (English Bridge and Math Academy, accelerated math and English courses, integrated reading and writing courses (IRW), concurrent enrollment), but many students are not willing to take the accelerated course offerings. Additionally, while courses that do allow students to progress through basic skills into transfer-level coursework exist, they are not widely offered due to low enrollment. In light of the data showing that students who start in basic skills are less likely to progress through transfer-level coursework, discussions are occurring regarding the implementation of multiple measures, but it is difficult to overcome the reluctance some faculty or academic personnel may have regarding the current placement processes and basic skills instruction.

   Compton College stakeholders have attended several presentations, workshops, and discussions regarding the evidence-based practices outlined above (i.e., multiple measures and co-requisites). Alternative placement methods such as multiple measures using high school GPA do exist, but are only used at the discretion of the individual student's counselor. Even though transfer-level achievement, as measured by how many students complete transfer-level courses within two years of enrollment, is now a required element of Scorecard reporting, and even though Compton has relatively low transfer-level achievement numbers, the College is only beginning to engage in the discussion to pilot strategies listed in the "key element" description.

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

   There has been significant success in English Bridge and Math Academy. These short-term, accelerated review courses have helped students place into a higher course, and often, students have tested out of basic skills and into transfer-level math and

English courses. Preliminary data shows over 90% of students that have taken English Bridge have increased their placement test scores, and if these students begin the accelerated English course track, they can complete their English track in a year or less.

Compton College's math and English departments have also either implemented or created accelerated courses that allow motivated students the ability to complete several basic skills/developmental courses in one semester. The First Year Experience Program (FYE) at Compton College also supports accelerated and IRW English courses by creating an English pathway focused on helping students to complete their English courses faster than non-FYE students.

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

The first challenge that may hinder success in this area is the accurate application and support of multiple measures when placing students into math and English courses. Faculty have been working together since summer 2017 to identify the criteria that will be used to place students appropriately in math and English courses. While these conversations between faculty and counselors are occurring, there is a significant concern that faculty in math and English will need ongoing professional development to meet the diverse needs of students that will be placed into transfer-level courses when a previous traditional track would likely have placed these students into basic skills courses.

The second challenge that may hinder success in this area is the lack of understanding about what accelerated courses entail. At this time, there are reports from counselors that say when students hear the word "accelerated," they often express apprehension or fear of taking these courses; subsequently, students are less likely to register for accelerated courses and prolong their time spent in basic skills English and math courses. The College understands that measures need to be put into place to ensure that faculty, student support staff, and counselors are all able to communicate to students what accelerated courses are to help circumvent student anxiety and improve course enrollment.

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.				
	SCALE OF ADOPTION			
KEY ELEMENT	**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	○ College is currently not providing or planning to provide clear program requirements for students.	X 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.

completion and enhanced access to relevant transfer and career outcomes).				

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

1. Please briefly explain why you selected this rating.

   Many departments have created 4-semester plans for their disciplines. These plans have been done in isolation so that there has been little effort to integrate course offerings with other areas. Another problem is that these plans are not readily available to students on the web. Everyone wants to offer their class in the morning making it difficult to create a schedule that does not have conflicts. Due to the large number of classes offered in math and English, it is possible to produce a balanced schedule throughout the day with the exception of higher-level math and English courses. Over the past couple of years, the demand for upper level calculus classes has increased requiring that the math and science deans need to collaborate scheduling so students can stay on track to complete their programs.

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

   Our campus has a thriving CTE and Nursing program. Both programs do an exemplary job of ensuring program requirements are communicated clearly and effectively to students. We see high enrollment and retention rates in both of these programs and they can serve as a model for other programs on campus. A few of our student support programs on campus including FYE, FIST, and SRC ensure student success by providing guidance and support to students to ensure they are following program requirements and understand what is expected of them from their program major of choice.

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

   Most of our scheduling is done based on anecdotal information. Division deans do not have ed plan information to make informed decisions regarding scheduling. To effectively address this element, the college needs to make sure the ERP being consider provides the tools necessary to assist deans to create schedules that meet student demand.

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.	X 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	○ 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.

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		

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

1. Please briefly explain why you selected this rating.

    A variety of student support services exist to help students be successful but they are fragmented and need to integrated so that we can assist the maximum number of students. The Student Success Center provides tutoring, workshops and supplemental instruction services but not everyone including faculty and students are fully aware of the services provided. Without developing more effective and meaningful communication pathways for faculty, staff and students many of the tools available to assist students will remain underutilized.

    Our lack of an effective tracking system makes the data we do have unreliable. Efforts to implement a system that would allow us to track a student's use of services when they have been identified as "at risk" have been stymied due to the linkage with El Camino. Now that they want to implement a new system we may be able to address some of our needs but we face issues as we try to implement a new ERP software system.

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

    A case management system has been adopted by the following programs: EOPS, SRC, and veterans and is working effectively. It is our goal to incorporate this in our guided pathways model.

    Our integrated planning between counseling, SSSP, Student Equity, CTE and Basic Skills correlates with Compton College's strategic initiatives and Student Success Scorecard. We are in the process of adopting key indicators for Guided Pathways into our integrated plan.

    Further, counselors have partnered with the Library-Student Success Center (L-SSC) staff to promote tutoring and other academic support services available to students throughout the semester. Counselors are promoting L-SSC services via classroom announcements, presentations, and student follow up meetings.

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

While we participated in the implementation of Starfish at El Camino College, the college will have to start all over again to implement an early alert system to monitor student progress once the new ERP is adopted by Compton. The lack of an effective tracking system that can manage and track student outreach, scheduling, and service/resource referral and use prevents us from really knowing if the services we have in place are used and effective.

Student and faculty apathy - A significant number of our students do not take advantage of the resources they know are available to them. Or, students do not check their email account regularly to stay informed. Faculty can incentivize support/resource use, but staff cannot. Thus, overall use becomes faculty-driven. The L-SSC conducts various student satisfaction surveys each semester to evaluate its programs and services. Overall, our feedback is positive, but these surveys only represent the students that are using L-SSC surveys regularly.

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	X 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.

alert system, etc.) • 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 primary reason for selecting this rating is because at this time, Compton College's technology infrastructure is connected to El Camino College. Compton does not have its own Enterprise Resource Planning Software system. The college is in the process of selecting a vendor that will assist the college with implementing a Student Information System for summer 2019. In addition to the lack of an ERP, the college is in the process of identifying its curriculum. Currently we are using Colleague through El Camino College. A few members have participated in the implementation of Hobson's Starfish but it is not widely known throughout the college. Once we identify an ERP/SIS system, we will then need to establish the necessary links between our course management system, curriculum management system, degree audit and ed plans.

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

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

   The current lack of an ERP system makes it difficult to see how everything will be connected to support guided pathways.

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.	X Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.	○ 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	○ 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

			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.	teaching and learning • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes. directly serving students. • Leadership capacity and stability for all areas on 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)

1. Please briefly explain why you selected this rating.

   Professional Development is one of the College's standing committees with representation for all constituencies. The committee works one semester ahead planning workshops for the following semester. The committee brainstorms topics that they believe the campus community can benefit from and they work to ensure those topics will be addressed. While professional development days for faculty focus on our strategic goals and planning, (Guided Pathways, Accreditation, Student Learning Outcomes, etc.) more attention needs to be made to aligning all of our professional development activities to our strategic goals.

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

   Faculty are required to complete 24 hours of approved professional development activities per academic year. Our faculty have access to varied professional development opportunities at Compton College as well as El Camino College. In addition, faculty members may request up to $1,200 per year to attend external events such as conferences, workshops, or symposiums with their dean's approval.

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

   Participation - Professional Development strategic planning and promotion needs to be inclusive to all levels of campus employment.

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
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.	X 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.

   Student learning outcomes for courses, programs and institution are aligned so that the course SLOs support the program learning outcomes which support the institutional learning outcomes. Unfortunately, since the time faculty aligned the outcomes, there has been no review of the alignment to ensure that outcomes are address student's educational, employment, and/or career goals. With the transition to Compton College, the faculty will have the opportunity to re-examine our institutional learning outcomes and the role they play in ensuring student success. A similar review will occur as we develop our guided pathways to make sure that the course and program learning outcomes ensure alignments, academic rigor, integrity, relevance, and currency.

   We need to develop a process that ensures results from assessments help guide changes to curriculum and provide information to the Professional Development committee to assist in identifying topics for workshops and training.

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

   Our college regularly evaluates learning outcomes to ensure alignment. Each academic program needs to provide an alignment grid demonstrating how their course, program, and institutional learning outcomes are aligned in their program review document, which is completed on a four-year cycle. An alignment grid which shows how student, program, and institutional learning outcomes are aligned as well as a summary of the SLO and PLO assessment results over the past four years and description of how those results led to improved student learning are included in academic and administrative Program Reviews (completed by every program on a four-year cycle)

   SLO's are written by faculty who are experts in the course content and are updated as needed during curriculum review (six-year cycle with vocational courses being reviewed on a two-year cycle)

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

   Limited resources for multiple projects involved in transitioning to an independent college within Compton Community College District. Key faculty and staff are pulled in many different directions to complete many competing projects. While alignment has been established, systematic review has yet to gain momentum due to limited people power.

The college is in the process of establishing the curriculum committee, building CurriQunet Meta uses and processes and adopting TracDat to assist in planning but the needed customization to integrate all the parts has not started.

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	○ College is currently not assessing and documenting or planning to assess and document individual student's learning.	X 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	○ 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.

			effectiveness of instruction.	
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.				

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

1. Please briefly explain why you selected this rating.

   Student learning outcomes (SLOs) are consistently tracked and used by program faculty to improve course offerings and institutional effectiveness. Each academic program review requires an examination of SLOs and an explanation of what changes will be made to the program in order to improve these, although some programs are more thorough regarding this than others. The college maintains an assessment cycle for all course and program SLOs, and this information is tracked using a PRP system (TracDat) which allows faculty to: record the results of assessments, identify an action plan to address any issues, and track progress on the plan. Tracking and availability of data is widespread at the program level, but student-level learning outcomes are not tracked or made widely available. SLO reports and program reviews containing SLO assessments are publicly available through the college website, however. Data from SLO assessments are currently aggregated, and the institution needs to design and agree on systems that will allow disaggregation of the data and communication of results to the appropriate campus constituencies. Solutions have been proposed (e.g., creating the same level of data availability for SLOs as there currently exists for letter grades), and an unrelated pilot project for disaggregating SLOs according to individual students has been recently

implemented.

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

   Information is widely available at the program level. SLO assessment and the use of results to improve instruction is a mandatory aspect of the academic program review process. Changes to institutional culture and systematic processes have occurred in part with SLO and program review facilitators and the Institutional Effectiveness Committee. Routine trainings and work sessions for outcome assessments and program review have assisted faculty in this area.

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

   There are concerns regarding how SLO information can be disaggregated to the level of individual students without violating privacy. However, this should be no different than the level of privacy students receives regarding their letter grades in a given course. As the ACCJC would define them: letter grades are measures of students' academic achievement, while SLOs are measures of students' learning. There may be concerns from faculty members regarding the required placement of this information into their gradebook, or the additional effort required on their part to otherwise report this information for individual students, but this information cannot be publicly reported or disaggregated in any meaningful way until the Office of Institutional Research and/or the ITS Reporting Services has access to it.

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**
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.	X 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.

   Although there are faculty that have expressed interest in cooperative career work experience, internships and service learning, the college has not done much in this area. It is possible that there will be growth in this area as more work is done with AEBG and Strong Workforce.

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

   Nothing has been happening in this area.

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

   This is an important aspect to guided pathways but until we have established our programs, it will be difficult to address this component. Cooperative work experience was previously offered as a 1-4 unit class. A key factor in facilitating this type of program is the student's employability status. If not already employed, the students need access to internships or apprenticeship opportunities through CTE and/or Strong Workforce program to foster the relationships necessary to create the opportunities students need which will require strong advisory boards.

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
   X Early Adoption
   ○ Scaling in Progress
   ○ Full Scale

   Please briefly explain why you selected this rating:

   As Compton prepared to move from a Center to a College, discussions were taking place regarding the programs that would make up the "new" college as the focus on completion and guided pathways started. The formation of the Tartar Focused and Directed Pathways task force shows, Compton is committed to moving forward on creating pathways that will allow our students to make informed decisions about what pathway meets their needs. We believe we are at early adoption because while we have some of the components in place, they are fragmented and need to be refined once we determine what meta-majors and the programs we will be offering.

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:

   Release time for faculty and staff to evaluate and develop our guided pathways programs and support services. Administrative time will also be required to manage and communicate with the various stakeholders who will be participating in the process. Additional professional development opportunities will need to be provided to support the development and implementation of guided pathways. Finally, new information systems and other technology may need to be upgraded or purchased to support students in selecting a pathway as well as monitoring student progress.

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.

Name of college

Self-Assessment Signatories

Signature, President of the Governing Board	Printed Name	Date signed
Signature, Chief Executive Officer/President	Printed Name	Date signed
Signature, Academic Senate President	Printed Name	Date signed
Signature, Chief Instructional Officer	Printed Name	Date signed
Signature, Chief Student Services Officer	Printed Name	Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu