

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

		Scale of Adoption			
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	

Self-Assessment Items

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.	○ 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.

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

1. College of Marin commissioned a faculty led basic skills task force called FLIT (Faculty Led Inquiry Team) to research and create a basic skills master plan. FLIT conducted extensive focus groups representing all constituents at the college. The recommendations in the report published in 2016 represented the inclusive discussion and inquiry around improving student success. The tenants, or pillars, of guided pathways are represented throughout the report and have provided the foundation for ongoing discussions and inquiry involving constituents across the campus.

2. Accomplishments:

- The FLIT model of focus groups and inclusive discussion has framed the approach that the planning team for Guided Pathways has taken. Four counselors on the team are currently conducting student focus groups and have invited staff and faculty to planning meetings, thus providing a collaborative and inclusive environment to create the Guided Pathways framework.
- The Integration Team is comprised of faculty, staff, students, and administration. Goals are set in weekly group meetings and include all voices, allowing for constituents across the campus to discuss strategies for student success

3. Barriers:

- Possible resistance from faculty to road maps and the concept of guided pathways - Some faculty members will be concerned that elective/higher level classes could be eliminated. Counselors will be assigned to liaison with academic departments to mitigate concerns. Effective messaging and relevant data will be important.

<p style="text-align: center;">INQUIRY (1-3)</p> <p style="text-align: center;">Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.</p>				
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>⊗ 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>

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1. College of Marin's strategic plan clearly delineates benchmarks and key activities for student success that are shared widely across initiatives and across the college constituents. More could be done to disaggregate data and increase easy access in a timely manner.

2. Accomplishments

- **The Strategic Plan was updated three years ago and includes goals related to Guided Pathways.**

3. Barriers

- **PRIE (Planning, Research and Institutional Effectiveness) needs to be more effectively involved, providing easy and accessible data to faculty, staff, and administrators.**
- **Disaggregated data is not currently required in the evaluation of all programs and departments. However, the program review process is being revised to automatically include disaggregated data, and we are adopting the eLumen system software, which will help us improve data tracking along with the ability to disaggregate our data.**

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): <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation 	○ College is currently not integrating or planning to integrate planning in the next few months.	○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	⊗ Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are	○ 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

Program (BSI/BSSOT) <ul style="list-style-type: none"> • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 			beginning to routinely inform and engage their constituents around integrated planning.	overarching strategies across the main college initiatives. Integrated plans and overarching 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.
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1. A group of faculty, staff, and students have formed an Integration Team to set specific goals and identify SSSP, Equity, or BSI as the funding source for activities. The members of the team all previously represented each of the funding sources either through committee participation, fund management, or service delivery. The team has created a plan, which is to be presented to college governance and other constituents. The guided pathways framework has been discussed in a number of settings including convocation, deans and directors meetings, counseling department meetings, and other constituency groups. More discussions need to occur and others need to be more involved including representatives from StrongWork Force, AEBG, and student groups.

2. Accomplishment:

- The Integration Team has met regularly and has completed a cohesive and inclusive plan with clear goals and an equity focus.

3. Barriers:

- The work to be done will require a time commitment, which many key participants may not currently have available.

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.	○ 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.	⊗ 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.

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1. Cross-functional work groups do exist at College of Marin but no clear structure is in place yet for college-wide communication regarding the Guided Pathways framework. The Integration Team is an effective work group but more faculty, staff, and student involvement as well as more structure around college-wide communication is necessary.

2. Accomplishments:

- COM sent representatives to the Guided Pathways conference from the Curriculum Committee, counseling, Academic Senate, Administration, Student Activities/Equity, and SAS.
- Counseling faculty members have identified potential meta-majors (interest areas) and are currently creating road maps for all COM majors.

3. Barriers:

- Apart from Participatory Governance, there is no structure devoted to inclusive decision-making, transparency, and college-wide communication with regard to Guided Pathways.

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			
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5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i> College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	<input type="radio"/> College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	<input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.	<input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.	<input checked="" 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.

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1. College of Marin has been building stronger partnerships with Marin County high schools, local four-year universities, and community-based organizations over the past five years.

2. Accomplishments:

A few of the partnerships and programs include:

- COMPASS (College of Marin Promoting Access and Success) - an innovative partnership with high schools to provide support and access to “at-promise” students starting in the ninth grade.**
- Partnership with 10,000 Degrees to create and expand the Summer Bridge program for graduating high school seniors.**
- Partnership with Sonoma State University to offer Bachelor’s degree completion in Business at College of Marin.**
- Participation in MarinPromise’s College Completion Action Team**

3. Barriers:

- Some of the programs are financially supported through categorical funds, so there is concern about how to maintain and expand them should the funds diminish or disappear.**

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES <i>(Help Students Choose and Enter a Pathway)</i> College has structures in place to scale major and career exploration early on in a student's college experience.	○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	○ Discussions are happening about ways to cluster programs of study into broad interest areas.	☒ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies. College has not yet implemented meta-majors/interest areas. College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.

				Student input is systematically included into the process.
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1. COM has committed resources to create cluster interest areas and create road maps. The work is not complete and will need to be shared with faculty from academic departments, students, and other constituents.

2. Accomplishments:

- COM Counselors have identified potential meta-majors and are creating road maps for COM majors in addition to course maps for the twenty-one UC transfer majors.
- Humanities 101, a multi-level, interdisciplinary introductory course was piloted in fall 2017 to provide students with an overview of different academic disciplines and act as a multiple measure for English. It will also be a foundational course within our Guided Pathways program.

3. Barriers:

- Resistance is expected from some faculty because they worry about limiting student choices and the possible elimination of select courses.
- More counselors are needed to provide traditional counseling services while other counselors are building the Guided Pathways program and participating in other programs like COMPASS.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
7. IMPROVED BASIC SKILLS <i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i> 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: <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 	<input type="radio"/> College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	<input type="radio"/> 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.	<input checked="" type="radio"/> College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.	<input type="radio"/> 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.				
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1. College of Marin has begun implementation of key elements of the evidence-based strategies but has not reached full scale yet.

2. Accomplishments:

- For fall 2017, COM utilized high school performance for placement in English courses. High school performance will be used for math placement in spring 2018.
- The English and math sequences were shortened, dropping the lowest remedial levels.
- The Business Department began offering "Statway" as a statistics pathway.

3. Barriers:

- The math department continues to require higher standards for high school performance than the research shows to be necessary.
- The math department also needs to develop math pathways to align with student field of study.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
8. CLEAR PROGRAM REQUIREMENTS <i>(Clarify the Path)</i> 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.	○ 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).				
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1. College of Marin has been reviewing course offerings and schedules to better meet student demands and to align with programs of study. Counseling faculty members are developing road maps but still need to meet with the academic faculty. Counselors have consulted with some departments but not all.

2. Accomplishments:

- A master schedule was created to easily view the course schedule (days and times of offerings) by department.
- Departments have created blueprints of their course offerings, and counselors have consulted with some of them.

3. Barriers:

- More time needs to be allocated to counselors to convene with department chairs, academic deans, and instructional faculty to develop program maps and milestones.
- Some departments still schedule classes according to faculty needs instead of student needs.

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 <i>(Help Students Stay on the Path)</i> 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.	<input type="radio"/> College is currently not implementing or planning to implement proactive and integrated student supports.	<input type="radio"/> 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	<input checked="" type="radio"/> 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.	<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. 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.		
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1. College of Marin has some structures in place that support collaboration between instructional and student support services.

2. Accomplishments:

These include regular collaborative meetings and programs such as:

- **“All Student Learning and Student Services” meetings at which campus wide initiatives are shared and discussed.**
- **Weekly early alert team meetings of counselors and staff to discuss academic and behavior interventions for students in need of support.**
- **There is collaboration between instructional faculty, counselors, and staff for events and programs, such as Summer Bridge, College Success Saturday, and the learning communities.**

3. Barriers:

- **Processes and tools for monitoring student progress are still being implemented and collaboration is needed.**
- **Our collaborative structure to support students does not yet include instructional faculty on a regular basis.**
- **There are not enough counselors and staff to implement full-scale interventions. Research has shown that low income, first generation, students of color best succeed with high touch, intrusive, face to face counseling and support.**

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 <i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i> 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: <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 	○ 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				
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1. College of Marin has a number of technology tools to support academic planning and counseling. Some tools are still being tested and are not fully functional yet.

2. Accomplishments:

- Degreeworks has an excellent degree audit tool and is used for online educational planning.
- Navigate Campus is a tool that will enable counselors to track student progress and reach out to cohorts much more easily.

3. Barriers:

- The Technology tools don't often accommodate the wide variety of students' educational goals and nuances without confusing users.
- There is not just one student technology tool, which sufficiently meets all needs, so there are difficulties with integrating and utilizing multiple technology tools.
- CCCApply is confusing; thus many students never get past that point to enter a pathway and stay on it.

<p style="text-align: center;">IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.</p>				
KEY ELEMENT	SCALE OF ADOPTION			
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<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>⊗ 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 the college to enable faculty and 	<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.
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1. Professional development opportunities have been frequent and supportive of the College's strategic plan. After the 2017 ACCJC visit, the district was more intentional around the issues of equity and student learning outcomes.

2. Accomplishments:

- A team of faculty is currently working with departments and other faculty on student learning outcomes.
- The College received a grant for a series of leadership seminars and has held three in the past year around the issue of equity.

3. Barriers:

- Some faculty members are not accustomed to using learning outcomes assessment results to support/improve teaching and learning.

<p style="text-align: center;">IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.</p>				
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>○ 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>

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

1. Please briefly explain why you selected this rating.
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.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. Reviewing learning outcomes and aligning across institutional plans and initiatives is a work in progress at College of Marin.

2. Accomplishments:

- An SLO team of faculty has been created to address the issue and work with faculty to use SLOs in the assessment of their courses.

3. Barriers:

- Often times, results of learning outcomes assessments are not linked with professional development or changes to the course or program content.

<p style="text-align: center;">IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.</p>				
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>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

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

1. Please briefly explain why you selected this rating.
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.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. College of Marin is in the early stages of tracking attainment of learning outcomes. “Elumen” software will be utilized to connect data and learning outcomes to program review and is currently being implemented.

2. Accomplishments:

- The English department has a group of faculty who have met and normed exit skills across the English sequence. They have also normed COM’s English 150 with other English 1A courses at other institutions.

3. Barriers:

- Some faculty members do not track learning outcomes or use them to improve instruction.
- When learning outcomes are tracked, the data is not easily accessible to faculty and students.

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>○ 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>
<p>Please respond to the following items (500 word maximum per item)</p> <p>1. Please briefly explain why you selected this rating.</p>				

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

1. College of Marin has been developing an internship and a service learning program for the past year. A few courses offer service learning. Also, COM students have been placed in internships through the program.

2. Accomplishments:

- An internship/service learning coordinator was hired and the framework for a program was established including clear guidelines and process for internship placement.

3. Barriers:

- We need resources to encourage more faculty to integrate experiential learning into the curriculum, such as professional development opportunities about the benefits of service learning.

ADDITIONAL QUESTIONS (500 word maximum per item)

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

- ☐ Pre-Adoption
- ☐ Early Adoption
- ☒ Scaling in Progress
- ☐ Full Scale

Please briefly explain why you selected this rating:

Over two years ago, FLIT recommended the development of structured pathways, providing a launching point for the Guided Pathways framework. Upon receiving the BSSOT, COM has been able to devote more resources and time to the creation of our framework, such as the development of our foundational course HUM 101, our partnerships with community based organizations, and engaging a planning team of counselors. These activities have created enough momentum to fully scale and implement our Guided Pathways framework in the near future.

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:

- **Professional development for instructional faculty around: 1) mapping majors and 2) creating a student centric schedule**
- **Consistent categorical funding from the Chancellor's Office to support and grow many of the programs developed and sustained through Equity, SSSP, etc.**
- **Financial support for students, so they can go to college full time.**
- **It would be helpful if the Chancellor's Office created standard high school performance guidelines to place students in math and English.**

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