

Glendale's self-assessment form submission sent on December 20, 2017, 12:42 pm

Submitted by Glendale on Wed, 12/20/2017 - 12:42

**Glendale's Submission - Last Updated December 17, 2017,
11:41 pm**

Inquiry 1-3: Cross-Functional Inquiry - Scaling in Progress

Please briefly explain why you selected this rating.

Teams, task forces, and committees examine research and local data when developing strategies to improve success, and guided pathways are frequently discussed at research and instructional meetings; however more discussions need to take place throughout the college. Research regarding closing equity gaps is discussed, but systematic approaches have not yet been implemented.

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

The college is developing its Institutional Master Plan for 2018-2025, and part of the development process is the use of research and data by committees representing all constituency groups. Guided Pathways Pillars form the basis for the current iteration of the Institutional Master Plan. Outcome measures related to equity gaps are being disseminated and discussed broadly, spearheaded by the Student Equity Committee.

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

There is widespread support for cross-functional inquiry; the only anticipated challenges are the time it takes to properly move solutions through the governance system.

Inquiry 2-3: Shared Metrics - Scaling in Progress

Please briefly explain why you selected this rating.

Shared metrics are nearly in place (this should be completed by Spring 2018). Some indicators are disaggregated. Metrics are communicated to planning groups but more could be done to regularly and systematically communicate to the college as a whole, as well as more regularly and frequently track student success data across initiatives.

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

Common metrics are being included in the Institutional Master Plan 2018-2025. Metrics are being made available through Tableau dashboards, including extensive disaggregation of student success data throughout the Program Review system. The institution also uses metrics available through the Strong Workforce Program.

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

There may be challenges to communicating metrics broadly and systematically so that all constituency groups have a common understanding of the metrics as well as the college's strengths and weaknesses in terms of promoting equitable outcomes for students.

Inquiry 3-3: Integrated Planning - Scaling in Progress

Please briefly explain why you selected this rating.

Integrated planning for existing categorical programs is well developed, but all stakeholders have not yet reached consensus on the main issues and solutions. There is, however, broad support for the Guided Pathways framework, and an understanding is developing regarding the ways in which categorical funding will be used to support that framework.

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

The college has established an Integrated Planning Task Force to communicate better about collegewide needs and the funding sources available, as well as to design solutions to identified obstacles to student progress. The college also has a Guided Pathways Steering Committee with representation leading back to categorical funding sources.

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

Sources of funding still have separate processes for the allocation of funds, making unified progress more difficult. Additionally, not all those responsible for categorical funding have a full and functional understanding of Guided Pathways.

Design 1-5: Inclusive Decision-Making Structures - Scaling in Progress

Please briefly explain why you selected this rating.

The college has established a steering committee for Guided Pathways, as well as coordinated teams focused on implementing specific elements of the Guided Pathways model. The college also has an Integrated Planning Task Force that includes leadership from all categorical funding sources and constituency groups, and this group coordinates effectively with the Guided Pathways steering committee.

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

A steering committee has been established, and has begun meeting. Categorical funding leadership has been meeting through the integrated planning committee, and there is broad support among these groups and the college as a whole for the Guided Pathways model.

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

The college is working deliberately to include all stakeholders as it designs its approach to Guided Pathways, so one potential challenge is the time it will take to fully develop the approach and the implementation. Additionally, the college and the Guided Pathways Steering Committee are still developing mechanisms for gathering and infusing college-wide input.

Design 2-5: Intersegmental Alignment - Scaling in Progress

Please briefly explain why you selected this rating.

The college has a number of well-established programs that establish intersegmental alignment.

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

The college has expanded its dual enrollment program, high school collaboratives, and Strong Workforce Program career pathways over the past few years. It has broadly supported the C-ID and Associate Degrees for Transfer initiatives, and keeps up to date with its articulation agreements. Implementing meta-majors and program maps will make alignment information more visible and actionable to students.

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

Given the high density of the Greater Los Angeles area, students come from and transfer to a very large number of institutions. Working with many high school districts presents challenges. Articulation differences between CSU, UC, and private institutions also present challenges.

Design 3-5: Guided Major and Career Exploration Opportunities - Early Adoption

Please briefly explain why you selected this rating.

We have some programs for guided major/career exploration in place but these are not systemic, nor is there broad awareness of these programs throughout the college. Students also engage in major and career exploration in one-on-one appointments with counselors.

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

We have a long-standing Career Center, as well as a Career Center for Noncredit programs on our Garfield campus, to help individual students and have established career pathways through Strong Workforce. There are some instances where this support has been incorporated into contextualized instruction, such as an ESL course with a business focus. Additionally, the Guided Pathways Steering Committee is beginning to lay the groundwork for the creation of meta-majors.

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

There is a lack of unified programs and tools for major/career exploration. The wide variety of majors offered presents overwhelming choices.

Design 4-5: Improved Basic Skills - Early Adoption

Please briefly explain why you selected this rating.

All three basic skills improvement methods are in the planning or piloting stages. Though disjunctive multiple measures assessment and placement has been implemented in an automated fashion at full scale in math and English, the implementation went live only recently (summer 2017) and substantial investigation is needed to ensure optimal results. The math division has implemented STEM and Non-STEM paths through basic skills and early transfer levels.

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

A large task force comprising roughly half the full-time faculty in the math division is actively engaged in inquiry and discussion regarding co-requisite remediation, additional curricular innovations regarding math pathways (e.g., statistics for liberal arts), and other improvements to the developmental math program. A pilot of co-requisite remediation in English took place in fall 2017, and a clear pathway has been established for students passing CRESL 5 (College Readiness ESL) in the Noncredit program to move directly into ESL 141 in the Credit ESL program without having to take any placement tests.

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

The implementation of multiple measures assessment was more difficult than originally anticipated and still requires substantial work to troubleshoot and improve. The long history of "pathways" (e.g., Quantway, Statway) and other curricular modifications (e.g., one- and two- semester options for both elementary and intermediate algebra) has resulted in an elaborate course flow chart in math, and much work needs to be done in order to achieve consensus on the best ways to streamline and improve the developmental math program according to Guided Pathways research.

Design 5-5: Clear Program Requirements - Early Adoption

Please briefly explain why you selected this rating.

The college has begun to clarify and streamline course sequences and has included the terms when courses are typically offered in the Catalog. The Guided Pathways Steering Committee is in the early stages of developing cross-disciplinary teams to address the creation of meta-majors and suggested default schedules.

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

We have developed Strong Workforce career pathways and continue ongoing efforts to optimize student schedules. Our Enrollment Management Committee is a forum for instructional faculty, student services faculty, staff, and administrators to share ideas and set goals.

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

The large variety of offerings and requirements and limited cross-disciplinary collaboration make this process more challenging.

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

The cross-disciplinary efforts associated with the adoption of a Guided Pathways framework are expected to substantially address the challenges described.

Implementation 1-6: Proactive and Integrated Student Supports - Early Adoption

Please briefly explain why you selected this rating.

The college has a number of excellent academic and non-academic support services; however, these are not directly aligned with academic programs and establishing broad awareness of services has been challenging. We have, however, begun conversations and are implementing tools to monitor progress and provide timely support, but we have not yet fully implemented or scaled these tools.

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

The college has purchased the EAB Navigate system and is beginning implementation. The math division has piloted embedded supplemental instruction (i.e., near-peer tutors embedded in the classes) and academic support courses in several basic skills courses over several semesters. Results have been positive and are informing planning and development.

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

The pace of implementation and scaling will depend in part on the timeline for implementation of the EAB Navigate software, and the timeline for professional development activities to help us use the software effectively.

Implementation 2-6: Integrated Technology Infrastructure - Early Adoption

Please briefly explain why you selected this rating.

We have adopted a comprehensive platform, the EAB Navigate system, but it is not yet in place.

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

We have acquired the EAB Navigate system, and we are working toward implementation.

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

Developing a comprehensive tool, even when it is built on an established platform, is challenging as is using the platform to its full potential.

Implementation 3-6: Strategic Professional Development - Early Adoption

Please briefly explain why you selected this rating.

Effective professional development is provided but we are continuing to work toward a comprehensive program that explicitly supports strategic goals.

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

The college has strengthened support for professional development for both faculty and staff, and coordinators are in place for both programs.

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

The implementation of eLumen and EAB Navigate, both of which are underway, will affect the timeline for professional development activities in terms of using learning outcomes assessment results and using student data for early interventions. The college has relied heavily on grant funding to drive professional development, and implementing a sustainable funding model for professional development has proven to be a challenge.

Implementation 4-6: Aligned Learning Outcomes - Scaling in Progress

Please briefly explain why you selected this rating.

The college has developed learning outcomes at all levels. This development is supported by the Learning Outcomes Committee, and outcomes are reviewed by the Curriculum and Instruction Committee. Additionally, the college has been aligning course-level and program-level student learning outcomes, but the use of assessment results is not systematically linked with professional development.

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

The Learning Outcomes Committee has standardized much of the assessment process and is working to help implement eLumen for more effective sharing of learning outcomes assessment results.

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

Effective learning outcomes are still being refined and aligned between the course, program, and institutional levels.

Implementation 5-6: Assessing and Documenting Learning - Early Adoption

Please briefly explain why you selected this rating.

Data on the attainment of learning outcomes, in the broadest sense, is available to the college community and the public through the Student Success Scorecard on the college website. Specific learning outcomes assessment results are available to faculty members, and dissemination will be increased with the implementation of eLumen, but information is not available to students for most programs.

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

The Learning Outcomes Committee has standardized much of the assessment process and is working to help implement eLumen for more effective sharing of learning outcomes assessment results.

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

The college has not discussed making specific outcomes assessment data available to students.

Implementation 6-6: Applied Learning Opportunities - Scaling in Progress

Please briefly explain why you selected this rating.

The college has established a contextualized learning program; however there is substantial opportunity to expand this program. Additionally, we are working toward increased collaboration and cooperation among divisions.

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

The college has funded opportunities for faculty to develop contextualized learning in a variety of courses, and the college has created a 60% released time position for a Contextualized Learning Coordinator. Active and collaborative learning, capstone undergraduate research experiences, applied learning in Career (Technical) Education, and service learning approaches are available to students in several programs. Efforts are underway to scale their use collegewide.

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

Coordination is a challenge for expansion of our program; however, it is expected that the Contextualized Learning Coordinator will be able to address this need. Additionally, interest in and awareness of contextualized learning opportunities varies from program to program. High intensity capstone experiences are proving difficult to scale.

Reflections: Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall? - Early Adoption

Please briefly explain why you selected this overall rating

Staff and faculty have worked hard to create broad awareness of Guided Pathways within the college community, many of the elements of an effective Guided Pathways framework are in place, and the college has acquired a platform to help centralize efforts to establish a Guided Pathways framework; however, the broader systems that link all elements of the student experience are still in development and will require, in many cases, a fundamental shift in institutional culture. Explicit steps are underway in support of our goal to promote collegewide participation and involvement.

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:

Organized discussion among colleges about the process of adopting Guided Pathways, including discussions of process and tools used to develop effective frameworks, would be helpful. Bakersfield College hosted a very useful one-day event earlier this year. More of those kinds of gatherings, and as we move forward with implementation, events that address specific aspects of adoption and implementation would be useful. When possible, it would be convenient for resources, tools, and discussion to be posted within the Professional Learning Network.

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

Glendale held a series of introductory sessions for faculty, staff, and administrators in spring of 2017. These sessions were an effective early step in providing a foundation of understanding as we began our first year of implementation.

Chancellors Office Submissions

Glendale's self-assessment form submission sent on December 20, 2017, 12:42 pm (/node/290)



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